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ABSTRACT

This report provides information on the operation and potential uses of the Response System with Variable Prescriptions (RSVP), a computer-based program of individualized instruction implemented at Miami-Dade Community College (MDCC). Following introductory material, Section A describes RSVP and outlines its uses in maintaining records on each student, scoring student surveys and tests, and providing feedback to students and instructors on student performance. In addition, this section examines the services RSVP offers to students, instructors, and administrators and considers the instructor's role in activating the program. Section B focuses on the advantages of RSVP in eliciting responses from and providing feedback to as many as 5,000 students in a variety of settings and course activities, and points out the system's disadvantages, e.g., the need for an objective response format, a maximum of five response options, and the inability to underline for emphasis. Section C presents numerous illustrations of instructor-student dialogues, which consist of three stages: presentation of instructional stimuli, student response options, and instructor response to student choice. Examples are provided from nine disciplines. The final section presents the benefits that accrue to the instructor from RSVP in the areas of course management and research and evaluation. An appendix explains RSVP's informational requirements. (KL)

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RSVP

INSTRUCTIONAL CAPABILITIES

BY KAMALA ANANDAM AND DONALD E. MYERS

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FOREWORD

For the last three and a half years, Miami-Dade Community College has been experimenting with a computer-based, diagnostic and prescriptive instructional management system intended for the enhancement of learning. I first came upon the idea while attending a conference dealing with innovative methods in instruction. Dr. Allen Kelley, then of the University of Wisconsin, and now Chairman of the Economics Department at Duke University described TIPS (Teaching Information Processing System) -- a system that he had developed. TIPS was in its embryonic stage, as it had only been used in a large lecture session in economics.It appeared to have promise for use in conjunction with external open-circuit radio and television programs being designed at Miami-Dade.

Dr. Kelley helped us develop a version of TIPS and then, because of our own desires to have different capabilities, we programmed a system borrowing the basic conceptualization of TIPS, retained some of the features, eliminated others, added new ones, and named the system RSVP (Response System with Variable Prescriptions).

In the sixteen-year history of Miami-Dade Community College, an institution that started with one campus and one thousand students and now enrolls some sixty thousand students on four campuses, I know of no educational development that has resulted in such consistently high ratings of student satisfaction as has occurred with RSVP. Term after term, students have rated this system superior to all other learning components in our external courses, and research indicates that those students who participate in the system achieve markedly higher grades and maintain better course completion rates than those who choose not to use the system.

Obviously, there are many ways faculty can improve teaching effectiveness, and there are a multitude of methods through which the overall learning capabilities and the achievement level of the students can be improved. I think that RSVP represents one of the more promising techniques. At least at our institution we are finding this to be true. Because RSVP is readily adaptable to virtually all types of courses and learning arrangements (on-campus classes, external programs, self-paced instruction, etc.), we think that other institutions and other interested faculty might find good use for the system.

We make no claim that RSVP is a panacea to instructional improvement. Further, I want to clearly state that the effort to make the system work to its maximum level requires: substantially more time in the course-planning stage, precise work in setting out the overall objectives of the course, careful decisions regarding the assessment procedures to measure objectives, skill in prescribing learning activities, and constant monitoring of the entire learning process than is typically involved in teaching a college level course. It should be mentioned, however, that the outcomes in terms of individualized instruction achieved through these efforts can be cost-effective, especially when dealing with high enrollment courses.

Perhaps the most intriguing part of this system is that the results achieved will be in direct proportion to that of the creative mind of the faculty. Since there are no prescribed ways to organize a course using RSVP, and the boundaries of RSVP are unlimited, there is no reason why one course would be identical to another. The substantive instructional material incorporated into the RSVP system is really carved out of the image, motivations, and desires of the individual faculty members who decide to use it.

The authors of this manual have presented some excellent models depicting the various ways RSVP can be utilized to optimize learning. But again, these are only samples of what faculty may design. My own inclination is to urge the experimentation with the system where prescriptions can be designed which attempt to acknowledge student performance in relationship to individual learning styles and other student characteristics. To accomplish this would be truly individualized instruction! RSVP should be of increasing value, as it was designed for the evolving trends in instruction.

The first step in the design of the system was a series of meetings with Miami-Dade personnel and national authorities to identify current and potential new developments in instruction and learning. Through the years of development, there have been many problems and disappointments. It would have been easy to become discouraged and give up. The reason that there is a viable and exciting RSVP system today is that dedicated and talented people worked through and around the obstacles. This included those directing and organizing the system and the delivery components, as well as faculty designing course programming. There have been many creative uses developed by faculty members, and many of these are referenced through the document. However, my foreword would be incomplete without special mention of Kamala Anandam, Virginia Gentle, Neal Glenn, J. Terence Kelly, and Mary Laughter.

We recognize that not all faculty who come in contact with this manual will choose to use RSVP, and not all will see its worth. Even if its benefits are conceded, not all will be willing to spend the amount of energy that will be required to personalize the instructional program. Nevertheless, we invite your perusal of this manual to at least stimulate you into thinking about ways this system might find a useful place within your repertoire of instructional techniques.

Robert H. McCabe

Robert H. McCabe
Executive Vice President

August 1976

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We take this opportunity to acknowledge the contributions of several persons who have helped to bring the present document to its completion.

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Our appreciation for a occasion to share our ideas about the instructional capabilities of RSVP is extended to two significant individuals.

For his vision in conceiving a role for RSVP at Miami-Dade Community College, for his commitment to its creation, and for his sustaining support toward its implementation, our appreciation is extended to ***Dr. Robert H. McCabe.***

For his early recognition and relentless pursuit of a document of this nature, for his unequivocal support during its preparation and for his appreciation of our work, we wish to thank ***Dr. J. Terence Kelly.***

Kamala Anandam
Donald E. Myers

August, 1976

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A NOTE TO POTENTIAL USERS

The authors of this document have delineated a variety of instructional arrangements to maximize learning. Some of these have been borrowed from actual exercises used by Miami-Dade faculty, while the remaining ones have emerged out of the fertile and ingenious imagination of Dr. Kamala Anandam. What is truly exciting about RSVP is the number of other possibilities that have yet to be developed. Whether one actually uses this system or not, this book can stand on its own as an extremely useful resource or bank of ideas for instructional improvement.

Since the prevailing mood of present-day society is one of consumerism, we feel compelled to state clearly what it is we are offering. We, in actuality, are proposing to make the work of faculty who use the system more demanding and more rigorous, with a more pre-conceived process for the design of learning; but in the final analysis, make the instructional efforts absolutely more meaningful, and on an individual student basis, more satisfying. Since the possibility of achieving this desired objective exists, we feel safe to make this claim. However, we protect ourselves by saying the final results are directly related to the imagination, creativity, and delicate planning of the individual faculty members who use this system. Therefore we should caution you in thinking that just the purchase of the RSVP system will not automatically improve the teaching-learning phenomena on your campus. What is required after the acquisition of the RSVP system is a series of faculty-initiated curriculum applications to make it work.

I fully expect that after reading this document, new dimensions to teaching strategies will emerge within the confines of your own thinking. This will happen because what are presented are merely teasers intended to entice you into delving further into the untapped resources of your own mind. The results are unpredictable, but the suspense should be sufficient motivation to proceed.

J. Terence Kelly
Dean for Administration
and Open College

August 1976

PROLOGUE

Where To?

Since computers appeared on the educational scene, they have been generally ignored, feared and rejected. Recounting some of the incidents of resistance to computers, in his article, "Opposition to New Ideas", MacDonald states, "human beings resort to a great variety of different methods to avoid doing adequate work upon new ideas" (MacDonald, 1971, p. 21).[1]

In discussion about computer use for instructional purposes, comments such as, "computers -- they are so impersonal" and "what we need is faculty who are more human and not computers" are not uncommon. It is not unlikely that the very persons who resist the entry of computers into the educational field, are also increasingly concerned with teaching large numbers of students and coping with performances at varied levels of competency. Consequently, ways and means to individualize instruction are fervently sought.

A major difficulty encountered in individualizing instruction by even the most imaginative faculty is simultaneous management of varied instructional strategies to meet individual needs of students. Problems arise not only in the routine task of grading papers but also in the task of diagnostic and prescriptive teaching.

The circumstances described in the foregoing paragraphs are indeed ironic because the computers which can make the faculty's wishful thinking come true, are being ignored, feared and rejected. The consequent lack of man-machine interaction almost always precludes success of the best efforts at individualization. Recent developments indicate that both the desire in teachers to individualize instruction and the potential in computer technology to accommodate instructional needs have reached such heights that an encounter between the two seems inevitable. The mathematician and philosopher, John G. Kemeny,[2] (also the co-inventor of the computer language BASIC) observes:

> "We must look to the coming of a new man-computer partnership to provide the means which, combined with sufficient concern by men for fellowmen and for future generations, can hopefully bring about a new golden age for mankind." (p. 146).

---

[1] Neil MacDonald, "Opposition to New Ideas", *Computers and Automation*, January, 1971, pp. 21-44.
[2] John G. Kemeny, *Man and the Computer*, Charles Scribner's Sons, Publishers, 1972, p. 146.

Implied by Kemeny in the term "partnership" is the contribution of *both* man and computer to provide the "means" to bring about a "new golden age for mankind." Overriding the partnership is the basic concern of faculty for students. It is not within the province of this document to discuss the topic of "concern by men for fellowmen." Hence, attention is directed to one form of man-computer partnership.

What can computers offer to the partnership described by Kemeny? Computers offer their incredible capacities for speed, memory, reliability, patience and obedience to man. However, computers accept no *responsibility* for decision-making, which is a human activity. Man is superiorly equipped to handle the complex processes of speculating and confirming; searching and experimenting; and analyzing and concluding. Applied to teaching, instructors constantly and continuously make decisions. Human intentions are great, but actions do not always follow. Compared with a computer, man is slower, far more forgetful, and much more inconsistent. Instructors are pleasantly patient if they have to point out the same error in three or four student assignments, but beyond that ....

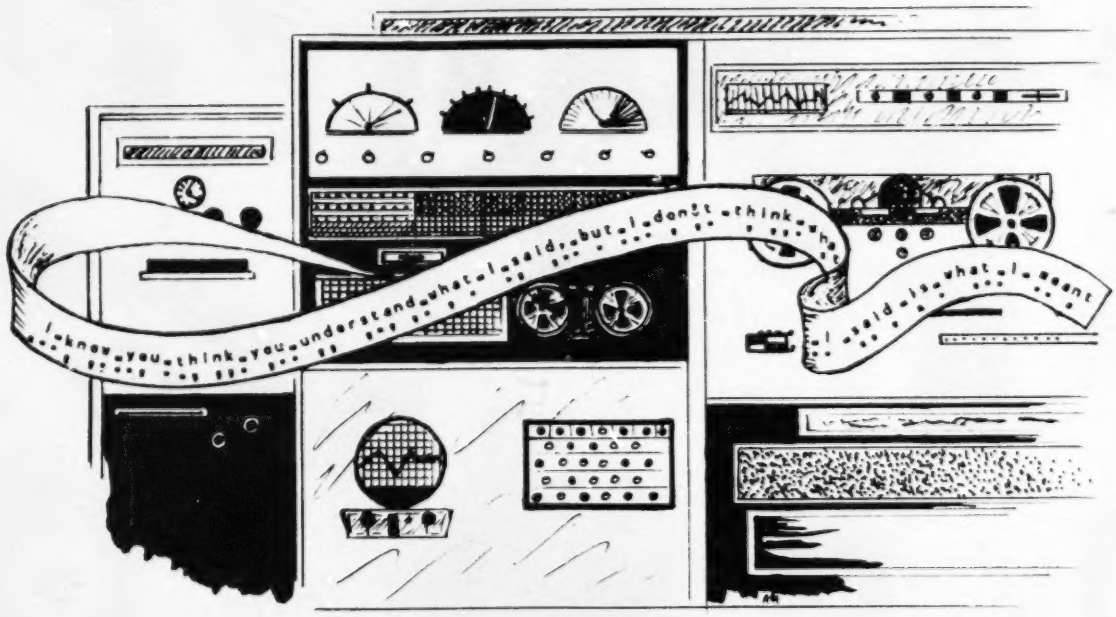
Logically, it is reasonable to delegate the responsibility of carrying out human decisions to the "most obedient servant" -- the computer. Why hesitate? There are two major obstacles:

1) *difficulty* in mastering the language with which to communicate with computers; and

2) *dislike* for planning ahead, organizing and writing down thoughts and decisions about teaching.

The language problem is real. Concerted efforts via manuals and skills-workshops are required to help the faculty acquire the language skills necessary to communicate with the computer. The responsibility for such efforts belongs to those who originate computer programs for instruction. Sources of dislike for planning may be varied: inexperience in planning; loss of flexibility due to rigid planning; frustration with unforseen ramifications arising from simplistic planning; or belief that planning is antithetical to spontaneity and creativity.

A reader's belief that it is more desirable to be spontaneous and creative is not contested in this document. In presenting one example of man-machine interaction (RSVP), the authors share their exciting experiences of computer use for instruction.



PROBLEM OF COMMUNICATING TO COMPUTER IS REAL

[3] Response System with Variable Prescriptions (RSVP) is a set of computer programs that enable an instructor to individualize instruction.

INSTRUCTION VIA RSVP

In traditional instructional settings, instructors generally provide the same input to all students. This is, of course, in the interest of efficiency, although it is recognized that such strategies do not maximize learning for the individual student.

Information is presented through assigned reading materials, films, videotapes, audiotapes and/or lectures, and similar in-class experiences. The instructor thus initiates the first part of the dialogue and then prompts the response by asking questions, assigning work, leading discussions, or by asking test questions. Other means of imparting information and stimulating response may be used. None of these activities need to change or yield when the use of the RSVP system for instruction is contemplated. RSVP accommodates classroom instruction as well as independent study. Curriculum designs which incorporate concepts such as programmed learning, diagnostic and prescriptive teaching, performance-based curriculum, criterion-referenced evaluation, and modular teaching are enhanced by the use of RSVP. This section leads the reader through a description of RSVP, an exposure of potentials and limitations of RSVP, and an exploration of examples of **Instructor-Student Dialogues** via RSVP.

As The Machine Testifies

What is more meticulous
and precise
completely uniform
and dependable
unswerving in every detail
and harmonious
efficient in its performance
and methodical
capable of all skills
and adaptable

and yet
created by a being

whose habits are at variance
whose thoughts are haphazard
whose meanings are ambiguous
whose goals are unpredictable
and whose dreams are vexed.

Elizabeth Bartlett

Reprinted from *ETC.*, Vol. XXXII, No. 1, p. 22 by permission of the International Society for General Semantics.

FOR THE CONVENIENCE OF THE READER

Since its inception at Miami-Dade Community College in 1972, RSVP has been used to provide individualized instruction for courses offered through television, radio and as a class or independent study. Experience with RSVP has generated several terms and expressions familar to the user faculty. These are explained below:

Survey	-	A set of items presented by an instructor to elicit student responses in a multiple choice format.
RSVP Letter	-	Instructor's communication to student, via RSVP.
Command	-	Instructor's direction to RSVP to choose particular parts of a comprehensive letter to go to particular students.
Prescription	-	The part of a letter which provides messages contingent upon student responses and/or student attributes.
Attribute information	-	Information describing the student characteristics, interests, scores on personality inventories, national tests, cumulative grade point average, etc.
Performance information	-	Information related to student performances in the course under consideration -- unit, midterm and end-term examinations, score on projects, etc.

Announcing.....a technical description of RSVP is contained in ***RSVP -- A Guide for Implementation.*** *Published by Miami-Dade Community College.*

A. DESCRIPTION OF RSVP

The Response System with Variable Prescriptions, which is popularly known as RSVP, is a system of computer programs which assists an instructor to individualize instruction while managing up to 5,000 students in any single course, whether taught on campus or in a remote setting. The RSVP system accomplishes this by virtue of its *potential* for the following functions:

1. **It can maintain a record on each student including:**
   a. Name, address, telephone number, etc.
   b. Personal attributes such as sex, campus, grade point average, interests, etc.
   c. Student responses to items on a survey or a test. Surveys are viewed as learning-teaching systems (somewhat similar to classroom discussion, individual conferences) whereas tests are definitely evaluative tools. The instructor-supplied answer key is used to process both surveys and tests to derive a score. With surveys, which are not testing situations, scores need not be used as feedback to students.
   d. The number of surveys and other assignments that are completed by students thus providing a history of student participation and performance in course activities.
   e. The number of letters printed for students.

2. **It can score student surveys and tests and print letters to students:**
   Surveys and tests can be scored according to instructor-supplied keys. Letters can be printed according to the commands given by the instructor to differentiate students for variable prescriptions. The commands may be simple or complex; commands may be made up of student responses to one survey and/or several surveys and/or attributes. Constructing surveys and letters to the students is one of the time consuming tasks in teaching with RSVP, but expenditure of time and effort is amply rewarded by ease of management in individualizing instruction.

3. **It can provide the instructor with reports:**
   a. Class-roster to show student address, telephone number, sex, campus, age, surveys completed, scores on surveys, test scores, and the letters printed, etc. Frequency of updates and information to appear on this roster are left to the discretion of the instructor.
   b. Item analysis of surveys and tests to indicate item difficulty and reliability.

By carrying out the foregoing functions, RSVP offers the following services for the student, the instructor and the administrator respectively.

For the student, RSVP can 1) provide him with frequent and immediate feedback regarding his progress through tests that are no longer a device to coerce or grade, but are better labeled "surveys" of student achievement and which serve as valuable learning aids; 2) make a diagnosis based on his personal performance and attributes. The student may be assigned special material to study or restudy, additional problems to solve, a tutorial session or public hearing to attend, an additional film to view, etc. And because the learner's needs may differ from those of all others, he may be the *only* one with the individual assignment given him. This means the student has explicit personalized direction so that he can adjust his efforts and improve his chances for success in the attainment of the course objectives.

For the instructor, RSVP means far less time expended in personalizing efforts that otherwise may be too sporadic to be reliable. Instead, computer based instructional management can provide the instructor with extensive and frequent feedback on student progress and instructional effectiveness.

Survey results may indicate the need for a review of the lecture presentation of supplementary material. Teaching strategies can be revised, adjusted or expanded to suit an individual student or an entire class. The system thus provides a continued measure of self-evaluation for the instructor and evaluation of program effectiveness.

Above all, RSVP means instructor satisfaction that each student is being provided with challenging, individually appropriate learning tasks with the behind-the-scenes assistance of the computer. The computer is only a machine, yet it can become the instrument for achieving a far more detailed, variable, and individualized prescription for student accomplishment than is attainable amid the time pressures and distractions of many a classroom.

For the administrator, RSVP provides a valuable managerial tool by which both instruction and student achievement may be evaluated and improved. Instructional activities must be tightly constructed and clearly defined from start to finish. This implies that a sound academic rationale has been built into every aspect of course objectives and evaluation. This approach is likely to help administrators work toward a solution for the problems of accountability. Administration thus may obtain a solid basis for upgrading instruction--collectively and singly.

The advantages are mutual for student, faculty, and administration. Student achievement, in the final analysis, determines the success of any institution of learning. Lack of it can be one of the greatest sources of public disillusionment. Student achievement is in direct proportion to the extent that instruction becomes personal and relevant, adapted to the student's learning style and needs. Response System with Variable Prescription, RSVP, makes this possible!

Although the RSVP computer system has the potential to individualize instruction, it must be *activated* by the human mind--the INSTRUCTOR. Activation includes:

1) selecting instructionally useful "attribute" and "performance" information;
2) instructing the RSVP system to store the selected pieces of information;
3) combining the pieces of stored information in the form of commands; and,
4) providing the varied prescriptions to the computer so as to allow the RSVP system to print differential letters to students.

It is claimed that the degree of *individualization of instruction* that can be achieved through the RSVP system is limited only by the imagination of the instructor to conceptualize potential for variations within the system and his/her efforts to activate the system to implement what has been conceptualized.

In light of what you have read about the RSVP system thus far, how do you think an instructor can maximally individualize instruction through the RSVP system? Choose your answer from the following four statements:

1. Present instructional information to individual students no matter how many there are or how far away they may be.
2. Present instructional information according to characteristics and performance of individual students.
3. Present instructional information within a framework of time and directed toward individual characteristics of students.
4. Present instructional information based on individual student characteristics and the nature and the history of student performance.

When you have answered, please read the RSVP response to your particular choice found on page 48. Other responses are meant for choices besides your own.

MIAMI-DADE
COMMUNITY COLLEGE
OPEN COLLEGE

- - R S V P - -
SURVEY ONE

PSY-211
WINTER 752

THANK YOU FOR SENDING YOUR SURVEY ONE.

YOUR SCORE ON THIS SURVEY IS 13. YOUR ANSWERS AND THE CORRECT ANSWERS ARE SHOWN BELOW.

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	1	1	5	3	3	9	4	4	13	3	3
2	3	3	6	2	2	10	1	1			
3	3	3	7	4	4	11	2	2			
4	2	2	8	5	5	12	4	4			

YOU MISSED NONE OF THE QUESTIONS. CONGRATULATIONS. MAYBE, YOU CAN SEND ME A FEW QUESTIONS OF YOUR OWN THAT YOU NEED ANSWERS FOR?

THIS SURVEY DEALS WITH THE NATURE OF MAN. CHAPTER ONE IS INTRODUCTORY. IT CONCENTRATES ON: THE SCIENTIFIC METHOD IN PSYCHOLOGY, ITS THEORETICAL APPROACHES AND TERMINOLOGY.

ALL OF THE TOPICS WILL BE EXPANDED UPON IN CHAPTERS TO COME.

THANK YOU.
BESS FLECKMAN
INSTRUCTOR, PSY 211

Note: RSVP letter for student performing well in survey 1 in the psychology course.

Welcome back.* You have just participated in a simulated use of RSVP. Each of the four options in the question entailed a different prescription, an essential feature in individualization of instruction. Individualization may mean individual goal selection, learning mode, learning rate variation or a combination of each of these. However, these options alone may leave most learners in limbo with regard to progress toward goals, diagnosis of weaknesses and strengths in the process, and/or remedial undertakings to build up the weak areas. This feeling may be averted by the instructor's feedback system which, in the final analysis, is the essence of individualizing instruction. Needless to say, the management of an instructor's plan for feedback prescriptions is ably handled by RSVP.

In order to optimize use of RSVP with a minimal amount of frustration to the user, potentials and limitations in RSVP are discussed next.

MIAMI-DADE
COMMUNITY COLLEGE
OPEN COLLEGE

- - P S V P - -
SURVEY ONE

PSY-211
WINTER 752

THANK YOU FOR SENDING YOUR SURVEY ONE.

YOUR SCORE ON THIS SURVEY IS 8. YOUR ANSWERS AND THE CORRECT ANSWERS ARE SHOWN BELOW.

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	1	1	5	3	1	9	4	1	13	3	3
2	3	3	6	2	1	10	1	1			
3	3	3	7	4	1	11	2	2			
4	2	2	8	5	1	12	4	4			

THIS SURVEY DEALS WITH THE NATURE OF MAN. CHAPTER ONE IS INTRODUCTORY. IT CONCENTRATES ON: THE SCIENTIFIC METHOD IN PSYCHOLOGY. ITS THEORETICAL APPROACHES AND TERMINOLOGY.

ALL OF THE TOPICS WILL BE EXPANDED UPON IN CHAPTERS TO COME.

A BRIEF DISCUSSION ON EACH OF THE QUESTIONS YOU MISSED IS GIVEN BELOW:

5. EMPIRICAL MEANS EXPERIMENTAL. OBJECTIVE. OBSERVATIONS. ALL DONE WITH PRECISION. PAGE 14.
6. FUNCTIONALISM (JAMES) SOUGHT TO CONCENTRATE ON HOW MAN USED HIS CONSCIOUSNESS TO ADJUST TO HIS ENVIRONMENT. PAGE 17.
7. BEHAVIORISM (WATSON) ESCHEWED DEALING WITH CONSCIOUSNESS (INNER FEELINGS. THOUGHTS. ETC.) AND CONCENTRATED ON ACTIONS WHICH WERE VISIBLE. PAGE 14.
8. SKINNER AND S-R PSYCHOLOGY ARE OUTGROWTHS OF BEHAVIORISM WHERE STIMULI ARE STUDIED AND RESPONSES ARE EXAMINED FOR THEIR HABIT FORMATION. THROUGH USE OF REWARD AND PUNISHMENT. PAGE 18.
9. FREUD STRESSED UNCONSCIOUS PROCESSES FOR BEHAVIOR. SEXUALITY. ETC.. AND WAS CRITICIZED BITTERLY BY OTHER SCIENTISTS WHO TO THE CONTRARY BELIEVED MAN TO BE RATIONAL AND IN CONTROL OF HIS THOUGHTS AND ACTIONS. PAGE 21.

SURVEYS ARE DEFINITE HELPS TO YOU AND TO US IN ASSESSING HOW WELL THE MATERIALS AND CONCEPTS ARE BEING USED AND UNDERSTOOD.

IF YOU ARE HAVING DIFFICULTY WITH ANY OF THE QUESTIONS. THERE IS NO NEED FOR YOU TO SUFFER BY YOURSELF. GIVE ME A CALL AND WE'LL WORK IT OUT TOGETHER. ALSO. USE THE RADIO FOR GETTING CLARIFICATION ON ANY QUESTIONS. LASTLY. WHEN YOU KEEP UP WITH ASSIGNMENTS. YOUR OWN FEELINGS OF ACCOMPLISHMENT WILL BE MOTIVATION FOR THE COURSE.

THANK YOU.
BESS FLECKMAN
INSTRUCTOR. PSY 211

Note: RSVP letter for student not performing so well in survey 1 in the psychology course.

*If you are surprised, you didn't take the detour to page 48.

B. POTENTIALS AND LIMITATIONS IN RSVP

RSVP poses no limitation on the setting (campus or remote) or the course activities an instructor may wish to use. Lectures, telecasts, radio broadcasts, reading assignments, audio recordings, group discussions and film viewing, whether used traditionally or innovatively, have the potential to elicit student responses which are essential for activating the *instructional* function of RSVP. The nature of student responses that can be elicited for input to RSVP include: answers, questions, feelings, opinions, interests, objections, endorsements, etc.

However, RSVP does not understand natural language. Hence, student responses for input into RSVP need to adhere to an objective response option format. RSVP evaluates these responses according to the key supplied and prints student letters in relation to those responses. RSVP does not intuitively infer what an instructor might wish to write to a student, and therefore, expects a set of prescriptions and commands to specify the conditions under which to print each prescription. RSVP is never known to be guilty of spontaneous action but is certainly noted for an untiring capacity to follow consistently the specified directions of the instructor for 5, 50, 500 or as many as 5000 students.

In a learning circumstance, there is no need to consider student responses as right or wrong. This is particularly the case when student feelings, opinions, etc. are elicited in response to academic content. Unfortunately, RSVP suffers from some idiosyncrasies, one of which is that an answer key is required before RSVP can process student responses in surveys and tests. (Relax....there is a way out.) A key can be supplied to allow for processing surveys and tests but the survey or test scores are used only in cases where knowledge of academic content is assessed.

Another idiosyncrasy of RSVP is that not more than five options in a single multiple choice item are acceptable to RSVP. (Rats!) Should more than five options be needed, two items may be used for one stimulus situation. For example:

Present stimulus situation as the stem.
Item 1.
a)_____, b)_____, c)_____,d)_____, e) none of these.
If none of the above in *Item 1,*
Item 2.
a)_____,b)_____,c)_____,d)_____,e)_____.

Can mention be made of another limitation in RSVP? What has to be said, must be said. RSVP did not learn to underline words or sentences for emphasis. Instead, they may be boxed to get more attention from students.

Some of the seemingly apparent limitations in RSVP may be circumvented by the ingenuity of the user. Hopefully, this challenge should be perceived as an exciting and enterprising activity. What does this mean? It means that RSVP is just a tool--a means to an end, the end being relevant **Instructor-Student Dialogues**, for which the instructor (the human mind) is solely responsible. Figure 1 illustrates the point being made here.

1. Instructor alerts RSVP about the course and the amount of work to expect.
2. Instructor presents stimulus situations and expects students to respond via multiple-choice items.
3. Students make responses and return to instructor.
4. Instructor feeds students' responses to RSVP.
5. RSVP scores cards, prints letters, and returns them to instructor.
6. Instructor distributes them to students.

←--→ Instructor-Student interactions external to RSVP via lectures, TV/Radio, group sessions, etc.

Figure 1. Instructor-Student - RSVP Relationship

As can be seen from Figure 1, the instructor is rightfully the pivotal person to initiate and maintain viable **Instructor-Student Dialogues** via RSVP. Once an instructor prepares the prescriptions and instructions for RSVP, the monitoring of dialogues requires relatively less time than a similar number of face-to-face dialogues, thus permitting the instructor to interact with individuals or groups of students at any point in time in the dynamic relationship.

HOW CAN VIABLE LEARNING DIALOGUES BE INITIATED AND MAINTAINED USING ONLY OBJECTIVE RESPONSE FORMATS?

It is not easy. Quizzes, surveys, and tests have long monopolized the use of objective response items to assess learning. Contrary to such traditional use, these items do have a place in facilitating learning. The illustrations in the following section are intended to demonstrate the use of objective response items as the basis for individualizing instruction.

C. EXAMPLES OF INSTRUCTOR-STUDENT DIALOGUES

The illustrations of **Instructor-Student Dialogues** presented in this section consist of three stages.

1) Instructor presentation of instructional stimuli of various types to elicit student response in objective response format.
2) Student response to the instructor's stimulus presentation by choice of response options.
3) Instructor responses to the choice made by the student.

Presentation of stimuli (for use with RSVP) may be accomplished by nearly any means--lecture, discussion, reading assignment, film, video-tape, audio tape, field visit, laboratory work, project assignment, etc. -- and may be either instructional or evaluative in purpose. The focus of the present discussion is on the instructional aspect of the objective response format used with RSVP. Student responses to the stimuli provided by the instructor are the basis for instructional feedback to the student.

Once the student indicates an answer, the instructor may diagnose (to a greater or lesser degree) the need of the student. The instructor may then prescribe appropriate instruction to the student in the form of a letter. Letters may vary in content and tone depending upon student performance. Pages 12, 13 and 14 show RSVP letters composed by the instructor for *The Ascent of Man* course, in response to survey 2 which contained fifteen items. Notice the variations made in the letters according to student responses (pp. 12 and 13) and according to student non-response (p. 14).

Over the term, teaching a course does require each of the stages of the dialogue outlined above. In using RSVP it is highly desirable that the stimulus situations provided for student response be planned in advance together with possible student responses and appropriate instructor prescriptions for each student response. Although it is possible to devise stimulus situations, responses for student choice, and instructor prescriptions during a term, it can become increasingly frustrating and finally a race to determine the strength and stamina of the instructor. It can be done. Undoubtedly, it is more profitable to conceptualize stimuli with prescriptive responses as the course is developed and not when it is offered.

The variations provided in the letters on pp. 12 and 13 include:

1) general comments on the basis of the over all score (unit score) obtained by the student in the survey; and
2) prescriptions for the items answered incorrectly.

In these particular examples, the students were provided with 15 items (situations) each containing 4 or 5 options for student responses. Only one of the options was considered right by the instructor. The prescription for any item was given to students choosing any one of the other options. This method of prescribing is termed "prescription by item". The degree of individualization is increased when the method of "prescribing by option" is followed. In this instance, each wrong option calls for a varied prescription. RSVP (Response System with Variable Prescriptions) is programmed to accommodate such variations. Sometimes, two or more items together are intended to assess student comprehension and diagnose difficulties in a particular area. "Prescription by combining options of items" is the most appropriate method to use in these instances. Where performance on more than one item in a survey is used to determine acquisition of knowledge or skill, it is appropriate and possible to prescribe by the summated score across these items. This method is known as "prescription by grouped items".

STUDENT WHO MISSED NO ITEM

M D C C
COMMUNITY COLLEGE
OPEN COLLEGE

M S V P
SURVEY TWO

HSC-101
WINTER 752

STUDENT NAME

THANK YOU FOR YOUR RESPONSE TO SURVEY 2 WHICH FOCUSED ON THE TREMENDOUS CHANGES INVOLVED AND OPPORTUNITIES GAINED WHEN MAN ABANDONED HIS MIGRATORY EXISTENCE FOR THE SETTLED LIFE OF THE AGRICULTURAL VILLAGE. IT IS MOST IMPORTANT TO GRASP THE SEMINAL NATURE OF SOME OF THE FEATURES OF EARLY VILLAGE LIFE--THE COMMUNITY EFFORT, THE RUDIMENTARY MACHINES, THE ABILITY TO PLAN FOR THE FUTURE.

YOUR SCORE ON SURVEY 2 WAS 15, AND WE HAVE LISTED FOR YOU YOUR OWN RESPONSE AND THE CORRECT RESPONSE FOR EACH QUESTION.

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	4	4	5	1	1	9	1	1	13	3	3
2	1	1	6	4	4	10	1	1	14	5	5
3	3	3	7	5	5	11	4	4	15	5	5
4	1	1	8	4	4	12	4	4			

YOUR SCORE INDICATES A VERY GOOD GRASP OF THE MATERIAL TESTED. DON'T REST ON YOUR LAURELS YET, THOUGH.

PRESENTLY WE HAVE SURVEY(S) ONE TWO RECORDED FOR YOU.

ROY JERVIS
INSTRUCTOR, HSC 101

STUDENT WHO MISSED SOME ITEMS

MIAMI-DADE
COMMUNITY COLLEGE
OPEN COLLEGE

R S V P — HSC-101
SURVEY TWO — WINTER 752

STUDENT NAME

THANK YOU FOR YOUR RESPONSE TO SURVEY 2 WHICH FOCUSED ON THE TREMENDOUS CHANGES INVOLVED AND OPPORTUNITIES GAINED WHEN MAN ABANDONED HIS MIGRATORY EXISTENCE FOR THE SETTLED LIFE OF THE AGRICULTURAL VILLAGE. IT IS MOST IMPORTANT TO GRASP THE SEMINAL NATURE OF SOME OF THE FEATURES OF EARLY VILLAGE LIFE--THE COMMUNITY EFFORT, THE RUDIMENTARY MACHINES, THE ABILITY TO PLAN FOR THE FUTURE.

YOUR SCORE ON SURVEY 2 WAS 10, AND WE HAVE LISTED FOR YOU YOUR OWN RESPONSE AND THE CORRECT RESPONSE FOR EACH QUESTION. ALSO LISTED ARE STUDY HINTS ON THE ONES YOU MISSED. PLEASE TAKE TIME TO REVIEW ALL THE QUESTIONS, INCLUDING THE ONES YOU GOT RIGHT, AS A MEANS OF REVIEWING THIS UNIT AND FURTHER FIXING THE INFORMATION IN YOUR MIND FOR FUTURE USE. IN OTHER WORDS, DO USE THE RSVP AS A STUDY AID.

ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS	ITEM NUM	CORR ANS	YOUR ANS
1	4	4	5	1	1	9	1	1	13	3	3
2	1	1	6	4	1	10	1	1	14	5	5
3	3	3	7	5	1	11	4	1	15	5	5
4	1	1	8	4	1	12	4	1			

6. WHILE 1, 2 AND 3 MAY BE CORRECT, AS THEY ARE MIRRORED IN JERICHO, YET MOST SIGNIFICANT FROM A CULTURAL ASPECT IS THE COMMUNAL EFFORT LEADING TO URBANISM AND CIVILIZATION.
7. 1 IS A LOGICAL ASSUMPTION: 2 IS EVIDENCED IN FILM AND TEXT WITH THE AGED MAN LEFT TO DIE, UNCAPED, UNMOURNED; 3 AND 4 ARE CORRECT IN THE "FEEL" OF NOMADS AND SETTLERS.
8. THE KEY WORD IS "GEOMETRICALLY", IMPLYING A FAST PACE, A KIND OF "LEAP-FROGGING" FROM THE SIMPLE TO THE COMPLEX IN A RATHER EXPLOSIVE MANNER, ACHIEVING AN ULTIMATE MAXIMIZATION OF INVENTIVENESS. THEREFORE, 1 IS CORRECT BECAUSE THE WHEEL AND AXLE ARE THE ROOTS FROM WHICH INVENTIONS GROW AND ARE THE MODEL FOR ALL NOTIONS OF ROTATIONS. 2 IS CORRECT FOR IN THE AUTHOR'S OPINION THE PLOW IS THE MOST POWERFUL INVENTION IN AGRICULTURE. IT IS NOT LOOKED UPON AS A DIGGING STICK TO DIVIDE THE SOIL BUT AS A LEVER USED IN ALL SCIENCE AND PHYSICS. 3 IS CORRECT, FOR THE EARLY TOOLS ARE REALISTICALLY MACHINES WHICH ARE DEFINED AS DEVICES FOR TAPPING THE POWER IN NATURE.
11. THE ANTHOLOGY SELECTION BY CHARLES REED "ANIMAL DOMESTICATION IN THE PREHISTORIC NEAR EAST" DEALS WITH RESPONSES 1-3. RESPONSE 4 IS CORRECT. IT IS SIMPLY A PARAPHRASE OF THE ORIGIN OF WHEAT AND CORN.
12. ANTHOLOGY SELECTION "PLATE TECTONICS."

PRESENTLY WE HAVE SURVEY(S) ONE TWO RECORDED FOR YOU.

ROY JERVIS
INSTRUCTOR, HSC 101

STUDENT WHO DID NOT RESPOND

MIAMI-DADE
COMMUNITY COLLEGE
OPEN COLLEGE

R S V P
SURVEY TWO

HSC-101
WINTER 752

STUDENT NAME

I HAVE NOT YET RECEIVED FROM YOU A RESPONSE TO SURVEY 2.

PLEASE MAKE THE EFFORT TO GET IT IN THE MAIL. WILL YOU PLEASE. THE RSVP PROGRAM IS AN IMPORTANT STUDY AID, WHICH WILL LET BOTH OF US CHECK ON YOUR PROGRESS. THE SCORED RESPONSES FURNISH YOU WITH STUDY HINTS THAT WILL HELP YOU FILL IN ANY GAPS IN YOUR KNOWLEDGE, AND ALSO SERVE AS AN IMPORTANT ADJUNCT TO EXAM REVIEW. IF YOU HAVE ALREADY SENT THE MATERIAL AND OUR LETTERS CROSSED IN THE MAIL, IGNORE THIS BIT OF NAGGING.

ANY MISSED SURVEY IS ACCEPTED UP UNTIL TWO WEEKS PRIOR TO THE FINAL EXAM. CHECK YOUR ACTIVITY SCHEDULE FOR EXACT DATE. DO PLAN TO SEND, IF YOU CAN THE MISSED SURVEY(S) SO THAT YOU CAN RECEIVE MY LETTER(S) WITH PRESCRIPTIONS

PRESENTLY WE HAVE NO SURVEY(S) RECORDED FOR YOU.

ROY JERVIS
INSTRUCTOR, HSC 101

The examples to follow are intended to illustrate different methods for prescribing by considering a single or a number of items in an illustration. A greater number of items based on the principles illustrated can be assembled to form a meaningful survey in a course.

Stimulus situations may elicit student responses in cognitive, affective or psychomotor aspects. These different areas are also illustrated in the examples and made explicit through stated objectives at the beginning of each example.

The number of options per item is limited to five in RSVP. If more than five options are desired, p. 9 provides a suggestion. If less than five options are meaningful to a specific **Instructor-Student Dialogue**, RSVP accommodates 2, 3, or 4 options. Variety in the number of options can be seen in the examples to follow.

Different courses are chosen to provide the examples to illustrate that RSVP can accommodate various disciplines. Some of the courses are currently taught at Miami-Dade Community College. Some examples of **Instructor-Student Dialogues** lend themselves for use whether the course is taught as a regular on-campus class or as independent, TV, radio or correspondence course. Modes other than class meetings are termed "remote mode".

To summarize, the examples of **Instructor-Student Dialogues** are intended to illustrate variety in:

1) Methods of Prescribing.
2) Aspect of student responses elicited.
3) Number of options per item.
4) Courses.
5) Settings.

Table I is a ready reference for the highlights illustrated in each example. (If the reader chooses to read the examples later, the text continues on p. 41.)

TABLE I - HIGHLIGHTS OF EXAMPLES OF INSTRUCTOR-STUDENT DIALOGUES

EXAMPLE	I	II	III	IV	V	VI	VII	VIII	IX	X
Method of Prescribing by	Unit Score	Item	Option	Option	Option	Grouped Items and Option	Combining Options	Combining Options	Grouped Items and Option	Option
Aspect	Cognitive	Cognitive	Cognitive	Affective	Affective	Psycho motor	Cognitive	Affective	Cognitive	Psycho motor
# of Response Options	Varied 2-4	4	4	5	5	4	4,5	2-4	4	5
Course	English	Classic Theatre	History of Science	Psychology	Counseling	Micro biology	Psychology	Educational Psychology	Ecology	Communication
Setting	Campus or Remote	Campus or Remote	Campus or Remote	Campus or Remote	Campus or Remote	Campus	Campus or Remote	Campus	Campus or Remote	Campus
Page #	18	21	23	24	26	27	29	31	36	39

SUGGESTIONS FOR EXAMINING THE EXAMPLES

1. Following the examples in the order they are presented is not crucial. A reader's interest in method of prescribing, area of student response, number of options/item, course or setting may be the impetus for the choice of example to be examined. For instance, if affective aspect is the focus of curiosity, then examples IV, V AND VIII can be examined initially. Table I is intented to provide this flexibility for readers.

2. Principles illustrated in the examples are not confined to courses under which they appear. They apply to other courses as well.

3. Understanding of the prescription method is enhanced if the reader chooses a response option to a stimulus situation and then reads the prescription, following that option number wherever it appears in the prescription and in the order it appears.

4. Examples are arranged in increasing order of complexity in terms of the method of prescribing.

5. Page number for the beginning of an example is shown on the bottom line of Table I.

6. Examples II and X are unique. In example II, the instructor's response is so con[illegible]sed as to lead the student to evaluate his answers. In example X, the instructor's evaluation of student skills is the basis for prescription.

7. Repetition of words, expressions and statements may be observed in the various prescriptions presented in some of the examples of **Instructor-Student Dialogues.** The item and option numbers for the different variations are so constructed that any *one* student will not experience the repetition.

8. RSVP maintains record of response choices of students. In reading the prescriptions, please realize that it is possible to obtain a listing of students who choose any particular option.

9. Numbers and letters in the shaded areas to the left of the prescriptions in the examples are cross references to a related topic in the document ***RSVP - A Guide For Implementation.***

INSTRUCTOR-STUDENT DIALOGUES ARE PRESENTED TO FOLLOW THE FORMAT

1. ***PRESENTATION OF INSTRUCTIONAL STIMULUS***

2. ***CHOICE OF RESPONSE OPTION***

3. ***PRESCRIPTION***

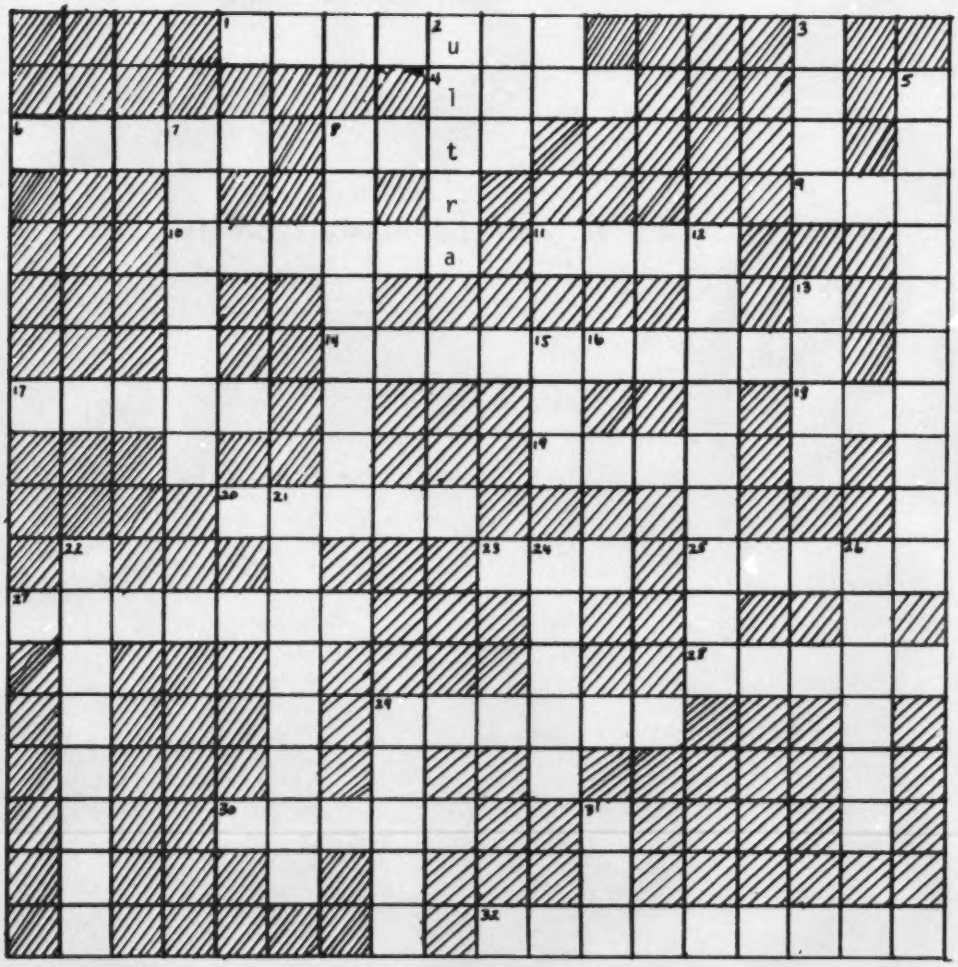
EXAMPLE ONE

COURSE: English
SETTING: Remote/Campus
PRESCRIPTION: By unit score

Objective...To help students increase vocabulary.

Step I **PRESENTING STIMULUS**

Your task is to complete the crossword puzzle shown below. You are given two lists of clues across and clues down. For each clue, you are given some options, only one of which is appropriate to complete the puzzle. When you have completed the puzzle, indicate your option number on the survey card for each of the 32 items.



NOTE: If you refer to the dictionary, there is no reason why you shouldn't get a perfect score on this assignment. All words given as options appear in the Webster collegiate dictionary.

CLUES ACROSS	ITEM # (IN SURVEY CARD)							
1. To bring about:	1.	(a) Perfuse	(b) Procure	(c) Permute				
4. Hot vapor:	2.	(a) Lumb	(b) Luna	(c) Lunt				
6. Mouths:	3.	(a) Chops	(b) Chomp					
8. To appease:	4.	(a) Site	(b) Sate	(c) Seta				
9. A collection of table talk of a person:	5.	(a) Ana	(b) Aba	(c) Ala				
10. Activities used to relate classroom teaching to the real life:	6.	(a) Rebate	(b) Realia	(c) Reagin	(d) Reason			
11. A commonplace man:	7.	(a) Mitt	(b) Mort	(c) Mast	(d) Mutt			
14. To make more tolerable:	8.	(a) Ameliorate	(b) Architrave	(c) Amphibrach				
17. A bracket:	9.	(a) Anent	(b) Ancon	(c) Anise				
18. Together:	10.	(a) Sym	(b) Sum					
19. Patronage:	11.	(a) Eris	(b) Epos	(c) Egis				
20. To hurry away:	12.	(a) Mosey	(b) Mossy	(c) Mosan				
23. A group of Shoshonean people of Colorado:	13.	(a) Sty	(b) Eta	(c) Ute				
25. Lifted up specially in spirits:	14.	(a) Elite	(b) Elate	(c) Excite				
27. An alloted amount:	15.	(a) Quantal	(b) Quantum					
28. Absurd:	16.	(a) Dusty	(b) Diety	(c) Dotty	(d) Dirty			
29. To entice by charm:	17.	(a) Allure	(b) Allude					
30. Short, highly commendatory public notice:	18.	(a) Blurt	(b) Bluff	(c) Blurb				
32. One who is unduly fearful of foreign origin:	19.	(a) Xenophobe	(b) Xanthippe					
CLUES DOWN								
3. Dwelling:	20.	(a) Casa	(b) Bola	(c) Bora				
5. Formation on the floor by dropping water:	21.	(a) Stalactite	(b) Stalagmite	(c) Stagnation				
7. A statement that is seemingly contrary:	22.	(a) Paradox	(b) Paragon					
8. Summary outline of a discourse:	23	(a) Syllable	(b) Syllabus	(c) Sylvatic				
12. Surpass:	24.	(a) Translate	(b) Transpose	(c) Transcend				
13. Bond:	25.	(a) Desm	(b) Hest	(c) Lest	(d) Mesh			
15. Suffix meaning a chemical compound derived from another:	26.	(a) Ide	(b) Ile	(c) Ine				
21. A petty work:	27.	(a) Opulence	(b) Ophidian	(c) Opuscule				
22. Having a sensual appeal:	28.	(a) Luscious	(b) Lustrous	(c) Luminous				
24. To recite monotonously:	29.	(a) Torus	(b) Thrum					
26. Limit of one's strength:	30.	(a) Tatter	(b) Tetany	(c) Tether	(d) Tetchy			
29. Nest of a bird on a cliff:	31.	(a) Arris	(b) Arras	(c) Aerie				
31. Humorous use of words having nearly the same sound but different meaning:	32.	(a) Fun	(b) Dun	(c) Pun				

Please answer the following questions also on the same survey card:

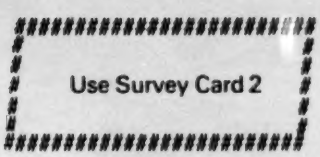
33. How many items did you have to look up in the dictionary?
    (a) 20-32 (b) 10-19 (c) 1-9 (d) none

34. How would you describe your level of enjoyment in this assignment?
    (a) This was fun.
    (b) I would rather have been given a list of words to memorize.
    (c) No special feelings, it was just an assignment

Step II **TRY THE PUZZLE--CHOOSE ONE OF THE OPTIONS FOR EACH CLUE**

Step III **PRESCRIPTION**

	Score	Item	Option	
1	32			You got every one of them correct. Good for you.
A1	32	& 33	a	Looking up as many words as you did paid off, didn't it? I'm glad you took the time to do so.
B1	32	& 33	b	You seem to know quite a few words. It is commendable that you looked up the words you did not know and consequently made a perfect score.
C1	32	& 33	c	Since you had to look up only 1-9 words, I doubt if this exercise was a challenge for you. Nevertheless, it is gratifying to note that you did look up the words about which you were uncertain.
D1	32	& 33	d	I don't believe you didn't have to look up a single word. But, I guess I have to, since you say so. How about helping me build up another crossword puzzle? See me around 2 P.M. or call me M- W - F if you are interested.
E1	28-31			You missed one to five items. Maybe you thought you knew the meaning for these words and did not stop to verify them in the dictionary. The items you missed are listed below. Check with me after you have identified the correct answer.
F1	0-27			I'm afraid you didn't use the dictionary. This was one of those few occasions when you could have made a perfect score. You blew it. If you are interested, you may re-do the puzzle and re-submit it.



Note: Crossword puzzles can be constructed to help increase vocabulary in any language.

RSVP can be instructed to keep a tab on students who receive these paragraphs so that an instructor can later check how they perform in other similar surveys. Also, with two or more surveys, RSVP may be instructed to obtain composite group score (score on two or more surveys combined).

EXAMPLE TWO

COURSE: Classic Theatre
SETTING: Remote/Campus
PRESCRIPTION: By item
COURTESY: Robert Levin
M-DCC

Objective...To help students see the correspondence between interpretation of play and shots.

Step I **PRESENTING STIMULUS**

1. If you were directing *Hedda Gabler* you might wish to describe the relationship between Hedda and the judge as you see it. Which of the following *best* states your interpretation?

    1. Hedda dominates the judge at the beginning of the play but the judge dominates Hedda at the end.
    2. Hedda and the judge are in constant conflict throughout the play but neither dominates.
    3. The judge dominates Hedda throughout the play.
    4. Hedda dominates the judge throughout the play.
    5. There is no conflict between Hedda and the judge.

2. Picturization is a directorial term which describes an arrangement of images to produce non-verbal story telling. Which of the following compositions comes *closest* to picturing your interpretation of the Hedda-judge relationship in question 1 in the *latter* part of the play?

Step II **CHOOSE YOUR RESPONSE AND READ THE PRESCRIPTION.**

Step III **PRESCRIPTION**

	Item	
2	1	It is difficult, at best, to say any one interpretation of a given play or character relationship is correct. It is possible to dismiss an interpretation as invalid if that interpretation cannot be defended by sound logical principle. I personally would find it impossible to defend interpretation number five which negates the existence of conflict between Hedda and the Judge. You should be prepared to defend your interpretation regardless of the choice you made.
2	2	A given arrangement of images on a screen tends to have a universal psychological impact on the viewer. Although there are no unbreakable laws in the arts, there are guidelines that most directors are inclined to follow in composing shots. Let us take a look at the compositions presented in this exercise. You can judge for yourself how appropriately you responded to this question in relation to your interpretation in question 1.

SHOT 1

Nose to nose picturization indicates strong conflict but since both characters are identical in image size and are in the same plane of action, neither character dominates. This shot would best fit interpretation #2 in the previous question.

SHOT 2

Due to increased image size and stronger body position (the male figure is full face, the female 3/4 back), the male figure dominates. This would be a good choice for interpretations 1 and 3 in the previous question.

SHOT 3

This arrangement is simply a reverse of the previous arrangement with the female character dominating. A good choice for #4.

SHOT 4

This is a neutral composition which does not suggest conflict. Both characters are equal in plane, body position and image size. This would best fit interpretation #5. Note how uninteresting this composition appears in relationship to shots 1, 2 and 3. Without conflict the essence of drama is lost.

SHOT 5

Are you bothered by the huge gap of space between the characters? I am. The space cuts the composition in half and the characters no longer share a relationship. Consequently, this picture is not only dull but personally disturbing. I would not recommend it for picturization purposes.

EXAMPLE THREE

COURSE: History of Science
SETTING: Remote/Campus
PRESCRIPTION: By option

Objective...To help students comprehend what they read.

Step I **PRESENTING STIMULUS**

Bronowski says that "it is the irony of the end of the bid for power by the Mongol nomads here that when Oljeiter died, he was known as Oljeiter, the Builder". The "irony" referred to by Bronowski in the above statement is reflected *best* by which of the following statements?

1. The end of one phase of life ushers in the beginning of another phase.
2. The bid for power is so overwhelming that it outlives the man who sought power.
3. The habitual tendency to travel is taken over by desire for settled life.
4. The *last* of the Mongol kings was destined to attain the greatest powers.

Step II **CHOOSE YOUR RESPONSE AND FOLLOW PRESCRIPTION FOR YOUR CHOICE.**

Step III **PRESCRIPTION**

	Option	
A3	1	You could have missed this item because the meaning of the word "irony" escapes you. It is also possible that you answered the question before reading the text.
B3	2	You might have interpreted the term "Builder" in the stem to mean "builder of power". Ordinarily, this would be an acceptable interpretation but not when you read the last two paragraphs of Chapter 2 in the text. Verify for yourself, and see if you come up with a different answer.
D3	4	You probably picked up some cue words like "bid for power" and "end" to make your choice. This may be caused by giving a cursory reading of the text. The last two paragraphs of Chapter 2 are recommended for your careful reading. In case I wrongly accused you of giving a cursory reading of the text, please pardon me.
3	1,2,4	Let me point out the key words in the stem that should give you clues to the answers as you read the last two paragraphs in Chapter 2. Builder - as described by Bronowski, builder of cities and promoter of architecture. Irony - consists of an unexpected difference between the actual result of a sequence of events and the natural or expected result. Nomads - people who move from one place to another, have no place they call "home".

EXAMPLE FOUR

COURSE: Psychology
SETTING: Remote/Campus
PRESCRIPTION: By option

Objective...To give an opportunity for students to express their emotional reactions to curriculum material presented.

Step I **PRESENTING STIMULUS**

In the telecast "Unconscious Motivation", Mr. George Sharp demonstrated the phenomenon of suggestibility in several episodes. As you saw, in this particular segment, his subjects willingly performed a task that made them look foolish to others.

Which of the following *most nearly approximates* your personal reaction, as you watched this segment?

1. This is not for real...good entertainment...good acting.
2. This is not right. It is unethical to influence others like this.
3. This makes me feel somewhat uncomfortable--*every* one of those subjects obeyed Mr. Sharp.
4. This is interesting, amazing and/or intriguing.
5. None of the above.

Step II **CHOOSE YOUR RESPONSE (IF YOU HAVE SEEN THE TELECAST) AND FOLLOW PRESCRIPTION FOR YOUR CHOICE.**

Step III **PRESCRIPTION**

	Option	
A4	1	Undoubtedly good entertainment, especially when it is seen on the screen. Unfortunately, demonstrations such as Mr. Sharp's, which do involve some scientific basis, tend to lose their credibility because of the medium--TV or film. Let me point out that, regardless of our reactions, we should be sensitive to the rational explanation given by Mr. Sharp...that the degree of suggestibility is a function of the subject's level of concentration, cooperation and imagination. In providing such an explanation, Mr. Sharp allows us to experimentally verify the credibility of his demonstration.
B4	2	It is highly desirable to raise the question of ethics with regard to manipulation of human behavior, especially if it is uni-directional. However, Mr. Sharp points out later that success in suggesting requires the concentration, cooperation and imagination of the subject. At least theoretically the subject can counterbalance any manipulator's endeavors. If we help individuals become more knowledgeable about these processes, we would certainly increase their counterpower against misuse.
C4	3	I wonder whether you had the same impetus as I had for the feeling you expressed..."Would I be as suggestible as those people I saw?" I derived some consolation when Mr. Sharp later explained that success in suggesting is a function of the subject's ability to concentrate, cooperate and imagine. Furthermore, I realized the importance of becoming aware of these processes and the conditions under which they operate.

	Option	
D4	4	I hope your feeling of amazement and curiosity aroused by Mr. Sharp's demonstration stimulated you to become acquainted with the factors that facilitate the "process of suggesting". In Mr. Sharp's own words, which appear later in the telecast, the subject's ability to concentrate, cooperate and imagine play an important role in the phenomenon of suggestibility. Of course, the relationship between differences in these abilities and differences in suggestibility is an intriguing question worthy of pursuit.
E4	5	Are you sure you watched the telecast? I really did not mean to raise that question and will be calling you to discuss your reactions to the telecast. Meanwhile, let me point out, regardless of our reactions, we should be sensitive to the rational explanation given by Mr. Sharp...that the degree of suggestibility is a function of the subject's level of concentration, cooperation and imagination.

Note: In prescription for each option, student reaction is acknowledged; a basic principle of suggestibility is brought to the attention of the student, relating the latter (principle) to the former (student reaction). When using items which have no right or wrong answers, it is possible to group them together and exclude them from the score computed for a survey.

EXAMPLE FIVE

COURSE: Counseling
SETTING: Campus/Remote
PRESCRIPTION: By option

Objective...To help students indicate questions they would like to have answered in a counseling situation.

Step I **PRESENTING STIMULUS**

You have been counseling Joe Adams (12th grade) for the past two months. He was referred to you for being an underachiever. You feel you are not reaching him at all. In many ways he lets you know that he knows it too. You are in your office waiting for Joe. Which of the following questions occupies your mind *most* dominantly?

1. Why did I choose this profession of counseling?
2. How will I control my anger if Joe starts to sit back, fold his hands and smile at me?
3. What approach should I take with Joe today?
4. Will terminating the counseling be the best step for Joe?
5. None of the above.

Step II **CHOOSE YOUR RESPONSE AND FOLLOW PRESCRIPTION FOR YOUR CHOICE.**

Step III **PRESCRIPTION**

Option

1 It seems as if you are feeling sorry for yourself. Not getting through to Joe is probably seen by you as failure on your part. This is not a helpful stance to take in counseling since it stems from your feeling for yourself and not for Joe.

Of course, all of us feel this way at one time or another and it is okay, if it is transitory in nature. However, the timing of this (i.e. moments before Joe comes in) is rather detrimental to the counseling process. I would be happy to talk to you if you want to explore your feelings about being a counselor. Call me.

If you circled this question in jest, I'm sorry I took you seriously.

2 By raising this question, you have told me several things: Your previous anger has undoubtedly been a variable in counseling sessions; you recognize that you are getting angry in the situation with Joe; and you have identified the source for your anger.

You are engaging in a productive process of overcoming a counselor's feelings that hinder a helping relationship. None of us are free from these feelings but only some of us are able to transcend them which, of course, takes some working

I'm arranging for a group/radio session for persons who feel the same way as you do...January 30 at 7 p.m. Please plan to attend/listen.

3 You seem to be reflecting an objective way of examining the situation. You probably will find a way to reach out to Joe. I'll be interested to know how you come along.

4 In wondering whether termination of counseling is best for Joe, are you being totally honest with yourself? Sometimes, when we cannot cope with a situation, we want to wash our hands of it. Will you be able to tell Joe that the counseling sessions with you don't seem to be helpful to him? If you can, you probably are looking at the situation quite objectively. Joe and you together can discuss the possibilities of either terminating or transfering or continuing.

5 Well...I did it again. I did not include your question in the choices I gave. Sorry about that. I will be available to talk with you during my office hours.

EXAMPLE SIX

COURSE: Microbiology
SETTING: Campus
PRESCRIPTION: By grouped items and option
COURTESY: Ernest J. Anandam
Mount Sinai Medical Center

Objective...To help students accurately measure solutions using 1 ml. graduated serological (T.D.) pipette.

Step I **PRESENTING STIMULUS**

The student is given solution A and solution B of definite concentrations (known only to the instructor) and a sufficient number of disposable 1 ml. graduated serological (T.D.) pipettes, automatic pipettes to deliver larger quantities, a spectrophotometer and a sufficient number of cuvettes.

Instructions:

Deliver 4 ml. of solution A into a cuvette using the automatic pipette.

Measure 0.1 ml. of solution B using the one ml. pipette and mix it with 4 ml. of A and report the % transmittance you observe in the mixed solution by using a spectrophotometer at w.l. 500 nm. Indicate your answer in the item below.

You may repeat the experiments as many times as you wish before reporting your observation. Record the data on the worksheet for future use.

1. a. 59.6 - 61.5
   b. 61.6 - 63.5
   c. 63.6 - 65.5
   d. none of the above

The student is given four other pairs of solutions (C&D, E&F, G&H, I&J) of definite but *varied* concentrations (known only to the instructor) and sufficient number of disposable 1 ml. serological T.D.) pipettes for each experiment. Instructions are also given to measure and mix different quantities of solutions in each pair and report on the transmittance, following the same format as above.

Step II **IMAGINE YOU COMPLETED THE EXPERIMENT!**

Step III **PRESCRIPTION**

X6	If correct all 5 times	Great ... You reported the correct % of transmittance in all the 5 experiments, which shows that you can accurately measure while using 1 ml. serological (T.D.) pipette.
Y6	If correct 4 out of 5 times	For four out of the five experiments you reported the correct % of transmittance. While you may consider yourself as having the skill of accurate measuring with a 1 ml. serological (T.D.) pipette, you need to be cautious. Refer to my comments to individual items to see how you might have gone wrong the one time you did not report the correct % transmittance.
Z6	If correct 3 times or less	You seem to be having difficulty in accurately measuring specified quantities of the solutions using a 1 ml. serological (T.D.) pipette. You will have to repeat the experiment by doing assignment B. Refer to my comments to individual items to recognize the possible source of error for each experiment. You may use solution x and solution y in the lab meant for practice sessions. The correct % transmittance for the practice solutions is 75.3. Practice your measuring skill until you succeed in obtaining the correct answer at least 4 or 5 times. Then do assignment B and submit your responses.

	Option	
A8	a	You have measured more than the required quantity of solution B. This may be the result of: 1. holding the pipette slanted while reading at the bottom of the meniscus in the pipette. 2. "carry-over" of a hanging drop at the tip of the pipette after measurement.
C8	c	You have measured less than the required quantity of solution B. This may be the result of: 1. not reading at the bottom of the meniscus in the pipette (see p. 10 in text). 2. not blowing out the entire fluid when emptying the pipette into the mixture. Remember you were given a serological (T.D.) pipette.
D8	d	Please see me with your worksheet for this experiment.
6	a,c,d	I do want to point out that the resultant error in measurement could also have been caused by: 1. inaccuracy of measurement of a blank cuvette; 2. use of unclean cuvettes; 3. inadequate mixing of two solutions. Of course, I don't expect you to make these errors at this stage of your training. However, I suggest that you rule out these possibilities. Refer to p. 31 in your Lab Manual.

Note: This is an example of grouped items within a survey.

EXAMPLE SEVEN

COURSE: Psychology
SETTING: Remote Campus
PRESCRIPTION: Combining Options
COURTESY: Bess Fleckman, M-DCC

Objective...To help students provide justification for their conclusion.

Step I **PRESENTING STIMULUS**

1. In 1880 an experimenter named Stratton put an inverting lens over one of his eyes. He claimed he was able to get along and operate in the environment with close and careful attention all the time.

   As a student in this course you have encountered several theoretical positions for explaining human behavior. Which of the following is applicable for explaining Stratton's experiment?
   1. Physiological theory
   2. Gestalt theory
   3. Stimulus-Response (Behavioral) theory
   4. Each of the above
2. For the above question #1, I chose option_____ because it explains
   1. that understanding of the situation provides expectations as to what will be encountered and the individual adjusts to the situation favorably.
   2. how given facts could be interpreted differently depending on which theory is being used.
   3. the body's ability to bring the individual back to normalcy within the framework of the principle of homeostasis.
   4. that when the environment is encountered and then worked on by trail and error, the individual will eventually work comfortably.
   5. the possibility of an eclectic approach which is inclusive of several factors needed for an explanation.

Step II **CHOOSE YOUR RESPONSES AND FOLLOW PRESCRIPTION FOR YOUR CHOICES.**

Step III **PRESCRIPTION**

If you chose option 4 for Item 1, begin here.

	Item	Option	
A7	1	4	You rightly recognized that each of the three items--physiological, Gestalt and behavioral--is applicable in explaining Stratton's experiment since each by itself provided partial but not total explanation for Stratton's case.
B7	1 & 2	4 1-4	Unfortunately, you did not choose the right reason to justify your conclusion.
C7	1 & 2	4 1	The reason you had chosen (#1 in question 2) supports the Gestalt theory only.
D7	1 & 2	4 2	You came very close to being correct when you chose #2 in question 2. It is a statement of fact but does not address itself to the question of "explaining" Stratton's experiment.
E7	1 & 2	4 3	The reason you had chosen (#3 in question 2) supports the Physiological theory only.
F7	1 & 2	4 4	The reason you had chosen (#4 in question 2) supports the behavioral theory only.

	Item	Option	
B7	1	4	The best explanation for your conclusion in question 1 would be #5 in question 2 which says that an eclectric approach is inclusive of several factors needed for explaining the Stratton case. In case you failed to look up the meaning of "eclectic", it means: composed of elements drawn from various sources. A conclusion, however good, is not respected unless it is supported by an appropriate justification.
	& 2	1-4	
G7	1	4	What was even better was that you chose the right explanation (#5 in question 2) to justify your conclusion.
	& 2	5	

If you chose option 1, 2 or 3 for Item 1, begin here.

H7	1	1,2,3	The best conclusion to be reached in question 1 is choice #4. Each of the other choices given did have some but not total theoretical basis for explaining the phenomenon of the inverted glasses. For instance: 1. Physiological theory postulates that the association areas in the brain mediate the sensory information and form new neuronal pathways to interpret the incoming messages. These new pathways would send accommodating commands to the muscles involved. If it were purely physiological, however, response would not require "close attention" all the time that was mentioned in Stratton's case. 2. Gestalt theory posits that the human being has innate perceptual abilities which help him acquire expectations which in turn, affect perception. The Gestaltists would claim that once expectations of the situation were established for Stratton, his perception would allow him to adjust to the situation. If that be the case, Stratton should have been able to function with "close attention". But in fact, as you will presently see with choice #3, needed the learned movements. 3. Behavioral theory says that Stratton learned how to operate through trial and error and he did employ this method. However, trial and error learning would not explain how Stratton was able to function in new situations that were totally different and which were not readily amenable to generalization but would be applicable to a Gestalt. Therefore, the best answer in this case is choice #4 representing an eclectic approach which includes all of the three theories.
I7	1	1	At least you chose the appropriate explanation to justify your conclusion in question 1 which, unfortunately, was erroneous in the first place. The appropriate explanation for the best conclusion in question 1 (#4) would be #5 in question 2 which says that an eclectic approach is inclusive of several factors needed for explaining the Stratton case. In case you failed to look up the meaning of "eclectic", it means: a conclusion composed of elements drawn from various sources.
	& 2	3	
	or		
	1	2	
	& 2	1	
	or		
	1	3	
	& 2	4	
J7	1	1	In addition to your conclusion in question 1 being insufficient to explain Stratton's experiment, the reason you chose to justify your conclusion had no correspondence to the theoretical basis reflected in your conclusion.
	& 2	1,2,	
	or		
	1	2	
	& 2	2-5	
	or		
	1	3	
	& 2	1,2,3,5	
K7	1	1,2,3	You may think you were correct for question 2 since the right reason is #5. However, who has ever heard of a right reason for a wrong conclusion?
	& 2	5	

EXAMPLE EIGHT

COURSE: Educational Psychology
SETTING: Campus
PRESCRIPTION: Combined items

Objective...To help students to examine their personal feelings about knowledge they had acquired.

Step I **PRESENTING STIMULUS**

"Rewarding appropriate behavior" is one of the basic principles recommended for modifying behavior in the operant conditioning paradigm. Having read several applications of this principle and having arrived at the final stage of the module on behavior modification, how would you feel about rewarding appropriate behavior in your students.

1. 1. I feel comfortable to do so.
   2. I feel uncomfortable to do so.
2. *If you answered 1 in question 1,* what makes you say you feel comfortable? Circle the *most* dominant reason.
   1. I have done it all along.
   2. Since I read about behavior modification, I have tried to apply the principle.
   3. The applications of the principle I have read are convincing.
3. *If you answered 1 in question 1,* what do you anticipate as the *greatest* difficulty in rewarding appropriate behavior?
   1. Being consistent in rewarding appropriate behavior.
   2. Running out of rewards.
   3. Others not approving of my ways of rewarding.
   4. Something other than 1, 2 or 3.
4. *If you answered 2 in question 1,* what makes you feel uncomfortable to use it?
   1. It is not right to use rewards since it is like bribing.
   2. People should behave appropriately without being rewarded.
   3. I have never used it before.
   4. It is too much busy work to be rewarding appropriate behavior all the time.

Step II **CHOOSE YOUR RESPONSES AND FOLLOW PRESCRIPTION FOR YOUR CHOICES.**

Step III **PRESCRIPTION**

	Item	Option	
[redacted]	1	1	I was happy to note that having applied the principle of rewarding appropriate behavior, you feel comfortable to do so. You have rightfully pointed out that "being consistent" is one of the greatest difficulties. Since you are using the principle, perhaps engaging in management of your behavior can help you become more consistent. I have included a paper entitled "Self Management of Behavior" for your reading.
	& 2	1	
	& 3	1	
[redacted]	1	1	I was happy to note that having applied the principle of rewarding appropriate behavior, you feel comfortable to do so. When you marked "running out of rewards" as the greatest difficulty , I presume you have mostly used tangible rewards. Although tangible rewards such as money and things initially turn out to be strong reinforcers, in the long run, social reinforcement (person's attention, approving statements, working together, etc.) has far reaching effects.
	& 2	1	
	& 3	2	

	Item	Option	
			Have you thought of games, peer-interaction, reading and other activities as reinforcements? How about yourself as the source of reinforcement? I am sure you'll find the following readings quite useful. 1. Cooperative Classroom Management by R.L. Williams and K. Anandam, Ch. 3. 2. Operant Conditioning Techniques for the Classroom Teacher by J. Mark Ackerman, Ch. 10.
C	1	1	I was happy to note that having applied the principle of rewarding appropriate behavior, you feel comfortable to do so. You have mentioned a rather delicate issue as the greatest difficulty you anticipate in rewarding appropriate behavior. It is true that when others around you, whether at home, school or what have you, disapprove of rewarding, one generally experiences additional stress. Of course, this phenomenon is not peculiar to "rewarding" alone. You'll encounter such disapproval for almost any new behavior. If you feel like pursuing this issue further, please come to room 2213 at 2 p.m. on Friday (date) for a group discussion. Please remember your code number for this discussion (Behavior Modification IV) is 113
	& 2	1	
	& 3	3	
D	1	1	I was happy to note that having applied the principle of rewarding appropriate behavior, you feel comfortable to do so. I knew I couldn't list all the difficulties a person may experience. Therefore, I'm glad you did indicate to me that you anticipate some other difficulty. I'm sure there are others in your class who feel the same way. Why don't we get together on Friday (date) at 2:30 p.m. in room 2214 and discuss your special needs. Please remember your code number for this discussion (Behavior Modification IV) is 114
	C 2	1	
	& 3	4	
E	1	1	I was happy to note that having started to apply the principle of rewarding appropriate behavior, you feel comfortable to do so. I hope you find this feeling reinforcing enough to continue to explore the possibilities for applying this principle. You have already identified one of the difficulties--being consistent. This is particularly true whenever we try to acquire a new behavior. Probably you can set up a self modification project to monitor and modify your consistency in rewarding. This can count toward the required project assignment for this course. However, wait until I discuss in class about self modification and give you the guidelines.
	& 2	2	
	& 3	1	
F	1	1	I was happy to note that having started to apply the principle of rewarding appropriate behavior, you feel comfortable to do so. I hope you find this feeling reinforcing enough to continue to explore the possibilities for applying this principle. Being a novice, I can just see you frantically looking for things to use as rewards.
	& 2	2	
	& 3	2	

	Item	Option	
			Have you thought of games, peer-interaction, reading and other activities as reinforcements? How about yourself as the source of reinforcement? I am sure you'll find the following readings quite useful. 1. Cooperative Classroom Management by R. L. Williams and K. Anandam, Ch. 3. 2. Operant Conditioning Techniques for the Classroom Teacher by J. Mark Ackerman, Ch. 10.
G8	1 & 2 & 3	1 2 3	I was happy to note that having started to apply the principle of rewarding appropriate behavior, you feel comfortable to do so. I hope you find this feeling reinforcing enough to continue to explore the possibilities for applying this principle. It seems that in addition to being a novice, you are encountering some criticisms from persons around you. Maybe you can take comfort in knowing that you are not alone. If you are interested in pursuing this issue further, please come to room 2213 at 2 p.m. on Friday (date) for a group discussion. Please remember, your code number for this discussion (Behavior Modification IV) is 123
H8	1 & 2 & 3	1 2 4	I was happy to note that having started to apply the principle of rewarding appropriate behavior, you feel comfortable to do so. I hope you find this feeling reinforcing enough to continue to explore the possibilities for applying this principle. I knew I couldn't list all the difficulties a person may experience. Therefore, I'm glad you did indicate to me that you anticipate some other difficulty. I'm sure there are others in your class who feel the same way. Why don't we get together on Friday (date) at 2:30 p.m. in room 2214 and discuss your special needs. Please remember your code number for this discussion (Behavior Modification IV) is 124
I8	1 & 2 & 3	1 3 1	It is gratifying to know that you have found the readings for this course convincing enough to make you feel comfortable about applying the principle of rewarding. The feelings you experience while accepting something at the cognitive plane may not always be the same as when you engage in action. I'm not attempting to frighten you. It is possible that your emotional reactions may match your convictions. On the other hand, they may not. One way to bring together emotional and cognitive reactions is to find what others have experienced and examine how you might feel in similar circumstances. I suggest that you see the film "Rewards and Reinforcements". This is available in the college films library.

	Item	Option	
			You also seem to anticipate that to be consistent would be the greatest difficulty. In order to be consistent in applying the principle of rewarding, one has to consciously prompt oneself every day and perhaps every hour. In addition, it is desirable to engage in a post-analysis of your behavior, as well as you can recall it or via a videotape, if one should be available. The following is recommended for your reading. "Student Motivation and Classroom Management" by J.T. Neisworth and Others, pp. 48-53. This reading can give you a handle on consistency.
JB	1	1	It is gratifying to know that you have found the readings for this course convincing enough to make you feel comfortable about applying the principle of rewarding.
	& 2	3	
	& 3	2	
			The feelings you experience while accepting something at the cognitive plane may not always be the same as when you engage in action. I'm not attempting to frighten you. It is possible that your emotional reactions may match your convictions. On the other hand, they may not.
			One way to bring together emotional and cognitive reactions is to find what others have experienced and examine how you might feel in similar circumstances. I suggest that you see the film "Rewards and Reinforcements". This is available in the college films library.
			You also seem to anticipate that "not to run out of rewards" would be the greatest difficulty. Using tangible rewards is one way of rewarding behavior. It is unfortunate that most of the examples in your text did utilize tangible rewards.
			Have you tried peer-interaction, reading and other activities as reinforcements? How about yourself as the source of reinforcement? I am sure you'll find the following reading quite useful. "Student Motivation and Classroom Management" by J. T. Neisworth and Others, pp. 55-72.
KB	1	1	It is gratifying to know that you have found the readings for this course convincing enough to make you feel comfortable about applying the principle of rewarding. You also seem to anticipate that disapproval by others would be the greatest difficulty. Please plan to be in room 2213 at 2 p.m. on Friday (date) when others who have practiced the pricinciple of rewarding will be discussing this issue. Remember your code number for this discussion (Behavior Modification IV) is
	& 2	3	
	& 3	3	
			########## # 133 # # ##########
LB	1	1	It is gratifying to know that you have found the readings for this course convincing enough to make you feel comfortable about applying the principle of rewarding.
	& 2	3	
	& 3	4	
			I knew I couldn't list all the difficulties a person may experience. Therefore, I'm glad you did indicate to me that you anticipate some other difficulty. I'm sure there are others in your class who have so indicated. Why don't we get together on Friday (date) at 2:30 p.m. in room 2214 and discuss your special needs.

Item	Option	
		Please remember your code number for this discussion (Behavior Modification IV) is

```
################
#      134     #
#              #
################
```

[redacted]	1	2	I'm glad you shared with me the fact that you'll feel uncomfortable about applying the principle of rewarding.
	& 4	1,2	The ethical question you have raised is real. Unless a person can resolve the ethical questions for oneself, it is unlikely for new behavior to be learned. You need time to think through your present circumstances. Chapter one in the book "Cooperative Classroom Management" by Williams and Anandam is recommended for your reading. Also, I'll be happy to discuss your concerns. Call me for an appointment.
[redacted]	1	2	I'm glad you shared with me the fact that you'll feel uncomfortable about applying the principle of rewarding.
	& 4	3,4	It is but natural to feel uncomfortable about something you haven't done before or feel that it is too much busy work. I would like you to sign up to observe Ms. Kelly in her classroom and also to discuss with her the reservations you have about the principle of rewarding. Ms. Kelly's hours are placed on the blue chart on my bulletin board. Please plan to finish this assignment within this week.

Note to readers:

Friday, at 2:00 p.m.	Code Numbers 113, 123, 133 meet in room 2213. They were all concerned with the issue of others' disapproval of the rewarding principle. The instructor can initiate the group discussion.
Friday, at 2:30 p.m.	Code Numbers 114, 124, 134 meet in room 2214. They had mentioned difficulties other than those given in question 3. By 2:30, the instructor should be relatively free to meet with this group.

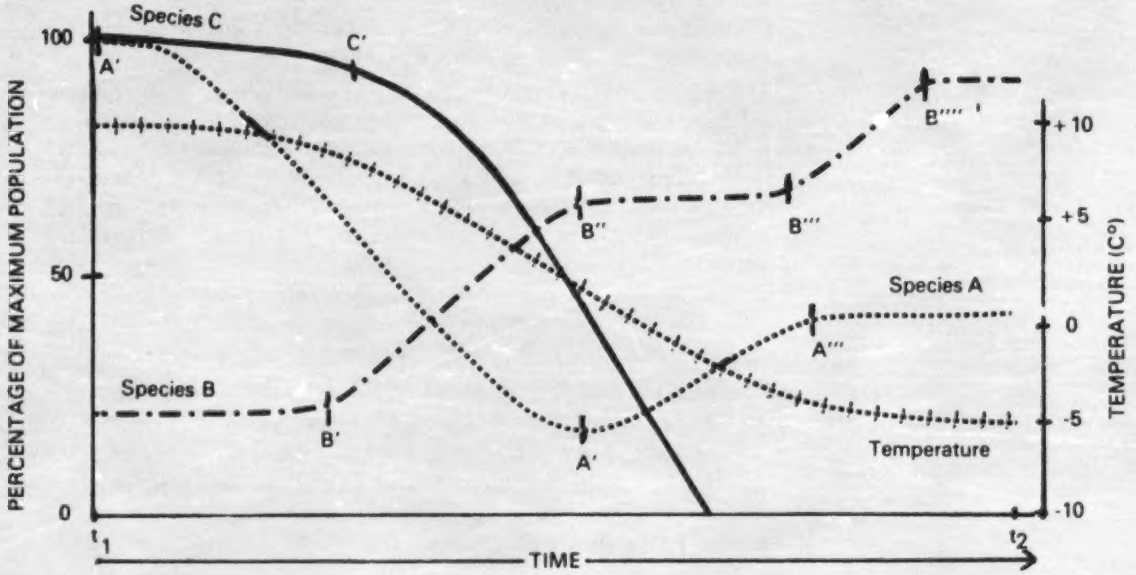
Note: If RSVP is instructed to keep a tab on students who receive these various paragraphs, the instructor can retrieve information to see which and how many students are in each of these groups.

EXAMPLE NINE

COURSE: Ecology
SETTING: Remote/Campus
PRESCRIPTION: Combining Options
COURTESY: Susan Wilson, M-DCC

Objective...To help students interpret graphs and draw conclusions

Step I **PRESENTING STIMULUS**



Note that the graph illustrates 3 dimensions: 1) On the left vertical axis, the number of animals is represented in percentage of maximum population numbers reached during this time span; 2) Temperature in degrees centigrade (right vertical axis); and 3) A very long time span commencing at time t_1 and extending to time t_2 (horizontal axis). The graph represents a hypothetical situation wherein an ice age approaches and becomes established. Study the graph and answer the following questions.

1. Species A was at maximum population size at point:
   1. A'
   2. A''
   3. A'''
   4. Population numbers of Species A remained stable.
   5. Impossible to tell from the graph.
2. During which time intervals did Species B increase in number?
   1. B' to B'' only.
   2. B'' to B''' only.
   3. B''' to B'''' only.
   4. B' to B'' and B'' to B'''.
   5. B' to B'' and B''' to B''''.
3. After point C' what was the status of Species C?
   1. It was increasing in numbers.
   2. It had reached equilibrium.
   3. It was on the road to extinction.
   4. Species C population was only 20 = of its original numbers.
4. What was the total drop in average temperature?
   1. 5° C
   2. 10° C
   3. 15° C
   4. 20° C

5. Which of the following is a logical assumption?
   1. Species B were predators of Species A. They found the new conditions made it easier to capture Species A.
   2. The cold conditions killed off Species C which preyed on Species B.
   3. At point B''', a major food source of Species B disappeared.
   4. *All* of the above could have occured.
   5. Answers 1 and 2 *could* have occured.

Step II **CHOOSE YOUR RESPONSE AND FOLLOW PRESCRIPTION FOR YOUR CHOICES.**

Step III **PRESCRIPTION**

	Item	Option	
A9	1	2,3,4	The vertical axis at the left of the graph indicates the percentage of total population existing at the time indicated. You should check each point in question with the reading directly to the left of the point. In this case A' is at 100% and A'' at 20% of total population numbers.
B9	2	1,2,3,4	The steep inclines B' to B'', B''' to B'''' on the Species B curve indicate increasing numbers. The plateaus (from the beginning to B', B'' to B''' and beyond B'''') on the line indicate little or no change in numbers.
C9	3	1,2,4	Note that within a relatively short period of time Species C dropped from about 98% of total population to zero population (extinction).
D9	4	1,2,4	To find the temperature at a given time refer to the right vertical axis of the graph directly opposite the desired point on the line. In this case, note where the temperature line is at its highest point (+10°) and where it is at its lowest point (-5°). There is a drop of 10° C to 0° C and a further drop of 5° from 0° C to -5° C; therefore the total drop in temperature is 15° C.

If you chose option 1 for item 5

E9		5	1	Please note that option 2 could have occurred also.
F9		5	1	I am surprised that you arrived at this conclusion without interpreting the graph correctly in item 2.
	&	2	1-4	

If you chose option 2 for item 5

G9		5	2	Please note that option 1 could have occurred also.
H9		5	2	I am surprised that you arrived at this conclusion without interpreting the graph correctly in item 3.
	&	3	1-4	

If you chose option 3 for item 5

I9		5	3	I'm surprised that you missed this question since you demonstrated that you can interpret the graph correctly, in items 1-3. A reduced food supply would tend to decrease the Species B population which is not true according to the graph.
	&	1	1	
	&	2	5	
	&	3	3	
J9		5	3	Your difficulty in interpreting the graph probably caused you to miss this question. At point B''', Species B population is rising, which would not occur if a major food source of Species B were to disappear.
	&	1	2-4 or	
	&	2	1-4 or	
	&	3	1,2,4	

If you chose option 4 for item 5

Item	Option
5	4
& 1	1
& 2	5
& 3	3

Since you obviously can interpret the graph, I think you must have gotten careless. The disappearance of a major food source of Species B would most likely cause a decline in the Species B population. Therefore, only answers 1 and 2 reflect logical assumptions that can be made on the basis of the graph.

5	4
& 1	2-4 or
2	1-4 or
3	1,2,4

Your difficulty in interpreting the graph probably caused you to miss this question. You are right that options 1 and 2 are correct but option 3 is not. The disappearance of a major food source of Species B would most likely cause a decline in the Species B population; but Species B is increasing as reflected in the graph.

If you chose option 5 for item 5

Item	Option
5	5
& 1	1
& 2	5
& 3	3

You obviously have no difficulty in reading graphs and drawing logical conclusions from them. Good work.

5	5
& 1	2-4 or
2	1-4 or
3	1,2,4

I'm surprised that you were able to answer this question correctly in light of the fact that you experienced some difficulty in interpreting the graph.

For all

The graph could be representative of the following scenario:
At the onset of cold weather, many individuals of Species A die as a result of the cold and changing food supply, but then the population began to recover. Species B, however, apparently did well under the new conditions and the population began to expand.
Species C became extinct.

Let's speculate further: The ice and snow made dark animals very visible. Species B had the genetic ability to grow a lighter colored coat in response to cold (e.g. today's weasel becomes an ermine in winter). Species A had no such gene and its dark coat made it very visible. Species C, a predator of B, died off and B prospered because of both of the above. Perhaps at point B''', another species upon which B could prey immigrated to the area. After A''' and B'''' an equilibrium between A and B would have become established.

EXAMPLE TEN

COURSE: Communication
SETTING: Campus
PRESCRIPTION: By instructor rating option
COURTESY: Iris Siegel
M-DCC

Objective...To provide students with detailed feedback about their performance while delivering a speech.

Step I **EVALUATIVE ITEMS FOR SPEECH DELIVERY**

1. Posture
   1. 90-100 % effective - sufficient and appropriately timed.
   2. 80- 89 % effective - relaxed but not erect at times.
   3. 70- 79 % effective - seemed relaxed but slumped 30 % of the time.
   4. 60- 69 % effective - slumped 40 % of the time.
   5. Below 60 % effective - slumped more than 40% of the time.
2. Gestures
   1. 90-100 % effective and appropriately timed.
   2. 80- 89 % effective - sufficient but inappropriately timed.
   3. 70- 79 % effective - insufficient but appropriately timed.
   4. 60- 69 % effective - insufficient and inappropriately timed.
   5. Below 60 % effective - far too few or none.
3. Facial Expression
   1. 90-100 % effective - good eye contact and pleasant expression.
   2. 80- 89 % effective - one sided eye contact and pleasant expression.
   3. 70- 79 % effective - referred to notes some of the time.
   4. 60- 69 % effective - referred to notes most of the time.
   5. Below 60 % effective - read the notes/most of the time.

Step II **USE THIS IN YOUR CLASS TO EVALUATE YOUR STUDENTS**

Step III **PRESCRIPTION**

	Item	Option	
A0	1	1	Your posture was excellent. Keep up the good work.
B0	1	2	Your posture was good but you didn't maintain it consistently throughout your presentation. You need to be aware of standing as erect as possible throughout your speech. Practice before a mirror will help.
C0	1	3	Your posture was fair. At times your posture was erect and relaxed. However, you only maintained this 70-79% of the time. You need to maintain good posture throughout your entire presentation. Practice before a mirror will help.
D0	1	4	Your posture was erect, yet relaxed but not all the time. You need to maintain this posture all the time to be consistently effective. Practice before a mirror will help.
E0	1	5	You maintained poor posture most of the time you spoke. You need to work on achieving erect yet relaxed posture throughout your entire presentation. Practice before a mirror will help.

Item	Option	
2	1	Your use of gestures throughout the context of your speech was excellent. Keep up the excellent work.
2	2	Your use of gestures was good. You need to work on more appropriately synchronizing them to the context of your speech. A good way to achieve this is to practice coordinating your gestures with your speech in front of a mirror.
2	3	Your use of gestures was insufficient. Although the ones you utilized were effective, you didn't consistently utilize gestures throughout your speech. You need to use more gestures. Practice coordinating your speech with appropriate gestures before a mirror. Also, see the video tape about "gestures" in the Learning Resource Center.
2	4	Your use of gestures was both insufficent and inappropriate. You should practice incorporating gestures within your speech context with mirror practice. Also, see the videotape about "gestures" in the Learning Resource Center.
2	5	You hardly utilized gestures in the context of your speech. You need to work on including gestures in your speech. Mirror practice will help you. If you want to talk with your classmates who used gestures well, contact me. I'll give you some names.
3	1	Your total facial appearance was excellent. Your eye contact and facial expression were quite appropriate.
3	2	Your total facial appearance was good. You need to remember to maintain eye contact with your entire audience - not just one side of the room.
3	3	Your total facial appearance was fair. You need to maintain eye contact with the audience. You tended to read your notes some of the time. This also detracted from your facial expression.
3	4	Your total facial appearance was poor. You need to get away from reading your notes. This interfered with your facial expression and eye contact with your audience, though you did show evidence of some eye contact and a pleasant facial expression at times.
3	5	You read your notes. Consequently, you did not maintain eye contact or a pleasant facial expression throughout your speech. You need to work on these aspects of your presentation. Get rid of those notes.

Several items like the preceding examples can be assembled together to form a survey. Number of items can vary from survey to survey. Number of surveys per course can also vary from course to course. Prescriptions can be written with reference to items in a single survey and/or with reference to responses to previous surveys and/or with reference to student attributes. For example, schedules of appointments may be made based on student schedules and coincidence with instructor availability. Pertinent information of all types may be used for prescriptive purposes. For example, the letter on page 14 recognized the fact that the student joined the course late. (Also, see Appendix B for an enumeration of student attribute information.) Such prescriptive uses of RSVP can personalize instruction and facilitate learning. Whichever criteria are chosen as the basis for the dialogues with students, RSVP can be instructed to maintain the necessary information.

It is neither easy nor desirable to specify the kinds of information that should be used by an instructor for the **Instructor-Student Dialogues.** To allow occasions for full expression of instructor originality and spontaneity, examples were included only to highlight variety in constructing **Instructor-Student Dialogues,** and variations in prescribing. Consequently, it is not anticipated that any one of them can be adopted, as it is, into a course structure. On the other hand, it is hoped that *together* the examples would sufficiently arouse interest to pursue the use of RSVP in teaching.

D. BENEFITS OF RSVP

In addition to instructional benefits to students when prescriptive teaching is implemented through a system such as RSVP, other benefits accrue for the instructor. These benefits can be examined in the areas of course management and evaluation and research.

Course Management

Course management benefits of RSVP are based on the assumption that when stimuli and prescriptions have been prepared for established course objectives, the instructor need exert only a minimal amount of effort to extend these preparations to a larger number of students at any one time, or to an average number of students over repeated times. This does not mean, however, that RSVP implementation for 500 students is as easy as for 50, but it does suggest that effort needed for the additional 450 students is not multiplicative or even additive.

Similarly, in an instance where a course may be expected to enroll several hundred students, one instructor might be able to provide the required instructional leadership using RSVP whereas it would not be possible for a single instructor without such assistance--even for a one-time course offering.

The management function served by RSVP which can allow such a parsimonious use of resources is that of record keeping. RSVP can maintain and produce the equivalent of a grade book entry for each student, provided its management functions are adequately used by the instructor.

To explain further:

Student attributes may be stored in RSVP's record system *but* data needs to be supplied by the instructor; scores on grouped items within a survey or test and grouped surveys or tests are stored in the system *only if* the instructor previously defines the grouped items and grouped surveys; information regarding which students received what messages from the instructor can be stored in the RSVP system, *but* the instructor needs to specify that such information be stored. About the only information that is planned for automatic storage is the score and individual item response on a survey or test. Even in this instance, the answer key needs to be supplied by the instructor. The instructor should predetermine which pieces of information are meaningful for a particular program and should plan for their inclusion in RSVP record keeping. Once the plan is communicated to RSVP, records are maintained accurately, whether there are 50, 500 or 5000 students. And in addition, the records are available to the instructor. (Please refer to Appendix A for details about Specifying the Course to RSVP.)

Evaluation and Research

One of the functions of RSVP as outlined earlier is to maintain a data record on each student in a course. Utilization of the data for instructional purposes is the prime goal in recording this information by using RSVP. However, the information stored in RSVP about students, their performances and instructor actions may become valuable data for evaluation and research.

The information can be extracted from the RSVP system through one of its programs in a form which can be used as input to many types of analysis for research and evaluation purposes. Questions such as the following can be pursued.

* Who are the students in this course?

* How much do the students participate in course activities?

* How does participation relate to the attributes of students?

* How do student attributes and participation relate to performance in the course?

* How effective were the prescriptions or communications in eliciting student participation?

* What is the trend in student performance and participation as the term progresses?

* How do the late enrollees compare with regular enrollees in terms of participation and performance?

* How do patterns in the learning outcomes of students relate to instructional methods and content?

* How does student evaluation of a particular instructional experience relate to student mastery of the instructional goal(s) of the experience?

* How do student attributes relate to the student evaluation of instructional experiences?

* What instructional activities were most successful in attaining the desired outcomes and which needed improvement?

Doubtless many other questions may be formulated. RSVP can assist in capturing the data that can answer these questions. In addition to these questions, an instructor can evaluate his tests and test items by using the built-in RSVP program for item analysis which provides question reliability, item difficulty, means, standard deviations, and frequency distributions of the test scores.

RSVP is only a storehouse of invaluable data for research and evaluation. Retrieval and analysis of data await the initiative of the instructor.

You cannot endow even the best machine with initiative; the jolliest steamroller will not plant flowers.

Walter Lippmann

Cited from *A Preface To Politics*, p. 28.

Today we tend to think of the computer as a scarce commodity which must be sparingly used. In the near future the cost of computing will be so low that our major concern will be where to apply it and in what quantities. It is likely that persons living prior to the time of the printing press and movable type could not conceive that one day newsprint would be so cheap and plentiful that we would print a newspaper and discard it all in the same day.

Since diversity of curricula is the life-blood of quality institutions, computer based programs could be developed such that on the average at least 25 percent of all courses could be delivered by computer and that on the average 25 percent of every course could be computer based.

Andrew R. Molnar
Educational Technology
September 1975, pp.16-22

The only way to maintain any semblance of equilibrium during the super-industrial revolution will be to meet invention with invention--to design new personal and social change-regulators. Thus we need neither blind acceptance nor blind resistance, but an array of creative strategies for shaping, deflecting, accelerating or decelerating change selectively. The individual needs new principles for pacing and planning his life along with a dramatically new kind of education. He may also need specific new technological aids to increase his adaptivity. The society, meanwhile, needs new institutions and organizational forms, new buffers and balance wheels.

All this implies still further change, to be sure--but of a type designed from the beginning to harness the accelerative thrust, to steer it and pace it. This will not be easy to do. Moving swiftly into uncharted social territory, we have no time-tried techniques, no blueprints. We must, therefore, experiment with a wide range of change-regulating measures, inventing and discarding them as we go along. It is in this tentative spirit that the following tactics and strategies are suggested--not as sure-fire panaceas, but as examples of new approaches that need to be tested and evaluated. Some are personal, others technological and social. For the struggle to channel change must take place at all these levels simultaneously.

Alvin Toffler
Future Shock, p. 373

EPILOGUE

What Now?

In the preceding pages, some pertinent information about an exciting computer system for individualizing instruction...RSVP...Response System with Variable Prescriptions was presented.

It is true that the technical aspects of RSVP, which are treated fully in ***RSVP - A Guide for Implementation,*** were not touched upon in this document. The primary purpose in preparinn this document been to expose the potential users of RSVP to the instructionally beneficial accomplishments that can be achieved through the use of RSVP. In so doing information related to curriculum design, teaching strategies and principles of multiple choice item construction was not discussed. Numerous writings in Educational Psychology focus on topics such as diagnostic and prescriptive teaching, performance-based curricula, criterion-referenced evaluation, modular teaching, programmed instruction, systems approach to teaching, etc. Readings related to these topics are recommended to the reader as a means for conceptualizing teaching models where the potentials of RSVP are best realized.

RSVP is a tool, nothing less and nothing more. Human minds conceive, create and invent tools. It is again the human minds who evaluate, adapt and creatively use the tools. In the hands of an imaginative and skillful faculty, RSVP can accomplish not only what it is intended for, but go beyond these intentions to creative, meaningful variations that might sometimes surprise even the originator. The authors anticipate these possibilities for RSVP and look forward to exciting dialogues between users of RSVP.

"A plain bar of iron is worth $5.00. Made into horseshoes it is worth $10.50; into needles, $4,285; into balance wheels for watches it is worth $250,000. The same might be said of the new technology in education--its value will be determined by what you make of it."

Cecil J. Hannan

Quoted by John A. Moldstad in *Viewpoints,* Vol. 51, No. 5, p. 3.

APPENDIX A

Specifying the Course to RSVP

In order to act as an instructional assistant, RSVP must be told what to do and how to do it. The kinds of information needed are two--1) course information and 2) student information. The sections below will deal with each type of information and the specific needs which must be met.

A. DELINEATION OF INFORMATION SPECIFIC TO THE COURSE

Undoubtedly, you have already been impressed by the need for careful planning of the dialogues between student and instructor. This planning comes to fruition when the instructor informs RSVP of his desires and plans for the upcoming course. The basic course planning questions RSVP must have answered in order to function are listed below.

1. How many students are expected?
2. How many course tests are to be used?
3. How many objective response items are to be used in each test?
4. How many surveys are to be used?
5. How many items are to be used in each survey?
6. How many item groupings are to be used for prescribing?
   (i.e. how many times would grouping of items within a single survey and/or test be desired for the course?) *See Example Six.*
7. How many composite grouped scores are desired?
   (i.e. how many times surveys/tests or items from various surveys/tests will be grouped to form a composite group score?)
8. How many prescriptions are to be recorded?
   (i.e. stored in the computer for future reference?) *See Example One.*
9. How many stored lines of information will be used to describe the course?
10. How many sets of prescriptions will be stored by RSVP for the course?
11. How many prescription lines overall will be stored?

B. IDENTIFICATION OF INFORMATION SPECIFIC TO STUDENTS

As mentioned in the section on course management, various pieces of information on students can be supplied to the RSVP record system. Selection of information specific to students in a specific course is the responsibility of the instructor. By way of providing a guideline, some areas of importance to instruction, research and management (not necessarily in that order) are enumerated:

1.	Personal data	-	Student Number. Name of student; last name, first name. Address: street number, city, state, zip code. Telephone Number.
2.	Demographic data	-	Sex, age, occupation (self or parent), ethnicity, nationality, language spoken, area of residence.
3.	Academic history	-	School achievement score, GPA, Reading score, Freshman/Sophomore/Junior/Senior. Program of study, Previously taken related courses.
4.	Personality variables	-	Score or categorization on almost any personality inventories, attitude, values, interest or occupational preference scales.
5.	Personal preferences	-	Preference for structured or unstructured instructional activities, time preferences, desire to be a peer-tutor or not, need for help, etc., etc.

The list, as you can see, is neither inclusive nor exclusive. Except for student number, the RSVP system can operate whether or not you supply any other information about your students. It follows, then, that the information provided to RSVP should serve either instructional and/or research purposes.

Note: This section is meant to be a link between the present document and the document ***RSVP - A Guide for Implementation.*** Working out the details specified here for your own course would be extremely helpful to make the transition from conneptualization to implementation.

Response to question on p. 6.

If you chose answer 1

You chose #1 as your answer. It seems as if you were influenced by the first sentence in the statement. It is true that the RSVP system allows you to manage a great number of students (but only up to 5,000/course). But...the question refers to variations in instruction which hinge on factors such as what response each student may make, and when they respond, and not on how many students and where they are located. Therefore, #4 is a more appropriate answer.

If you chose answer 2

You chose #2 as you answer. You grasped two of the three essential features that apply to the question under consideration. I wonder whether you thought you had the answer when you read #2 and didn't read further...just wondering...the missing feature in #2 as the reference to students' previous performances which we call history. To illustrate: suppose students are having difficulty with a present assignment. Some of these students had completed a related previous assignment successfully and others had not. For these two groups, the current performance is the same, but previous performances are different. Would it not be possible to prescribe differentially to these two groups? #4 includes the missing feature in #2 and hence, is a more appropriate answer.

If you chose answer 3

You chose #3 as your answer. You grasped two of the three essential features that apply to the question. Unfortunately, what you missed is the most essential feature--student performance. Therefore, the correct answer is #4 which includes all three. To explain further...knowing that student is an older person who turns in the assignment on time will hardly allow us to write varied prescriptions directed toward academic aspects. The primary information for individualization is the response of a student (performance). The student's characteristics and time references are important in that they help you: (1) see why an error is made, and (2) select meaningful prescriptions for each individual. Hope you can now see why #4 is the correct answer.

If you chose answer 4

You chose #4 as your answer. Correct, you are. You are a careful reader. Your analytic assessment of the given information is seen in your selection of all the three essential features that applied to the question under consideration. We wish all our students would do as well as you do.

What you have just everienced is but an iota of the abundance of variations possible in prescribing to students through RSVP.

Please go back to page 8.

PUBLICATIONS ON RSVP

RSVP - Instructional Capabilities
by Kamala Anandam and Donald E. Myers
($7.00...Ninety-day free-trial inspection)

RSVP - A Guide for Implementation
by Kamala Anandam
($25.00...Ninety-day free-trial inspection)

RSVP - System Programming and Operations Manual
($25.00)

RSVP - Faculty Computer Partnership
by J. Terence Kelly and Kamala Anandam
(Free)

RSVP - Conceptual Framework for Course Planning
by J. Terence Kelly and Kamala Anandam
(Free)

RSVP - Evaluation by Faculty, Students and Observers
by J. Terence Kelly and Kamala Anandam
(Free)

Observations and discussion about RSVP are also included in:

Accent on Learning by Patricia Cross (Jossey-Bass Publishers, San Francisco, 1976)

Media and the Adult Student by Robert D. B. Carlisle (Great Plains National Instructional Television Library, Lincoln, 1976)

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